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Spiders

A Reading A-Z Level M Benchmark Book

Word Count: 537

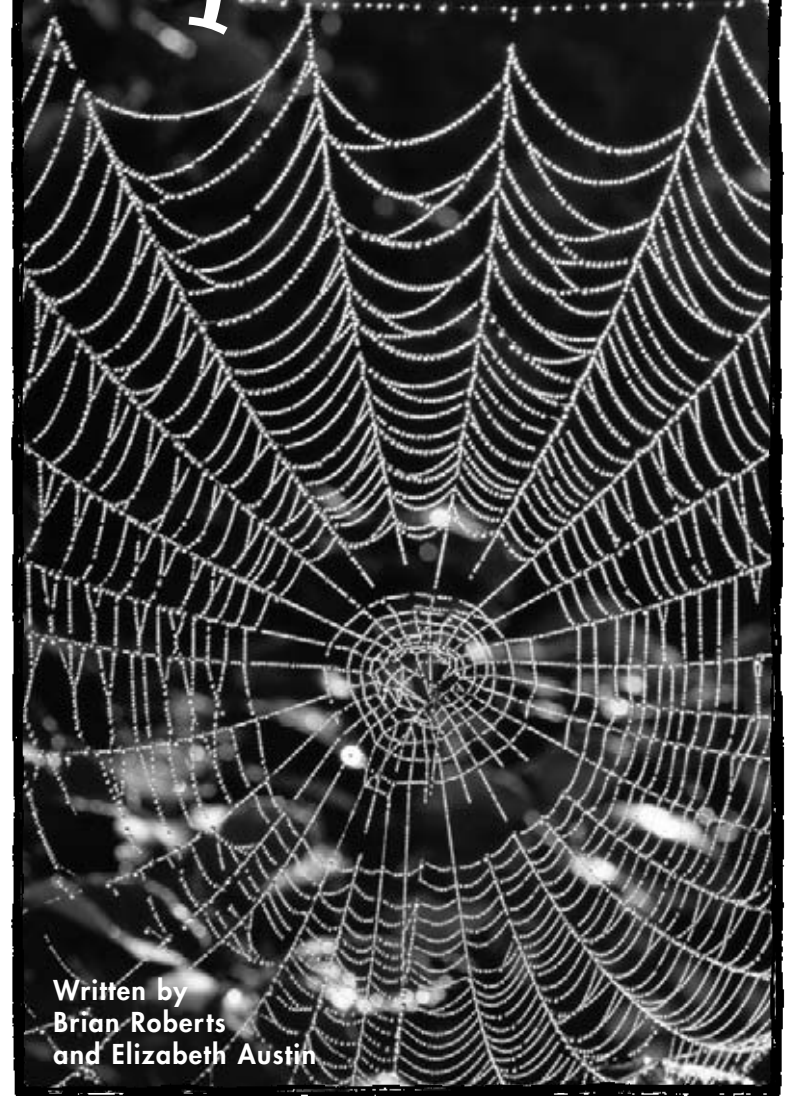


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BENCHMARK • M

Spiders



Written by
Brian Roberts
and Elizabeth Austin

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Spiders



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Level M Benchmark Book
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Correlation

LEVEL M

Fountas & Pinnell	L
Reading Recovery	19
DRA	24

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Introduction

Why do so many people fear spiders? Perhaps they don't know that most spiders are harmless. Even if spiders bit, their venom and fangs are usually not strong enough to hurt people. In fact, spiders help people by eating insects. If it were not for spiders, insects would eat almost everything.

There are more than 30,000 kinds of spiders. They are found all over the world. Most are less than one centimeter long. But some have bodies more than 7.6 centimeters (3 in) in length, with legs spreading even farther.



Tarantula

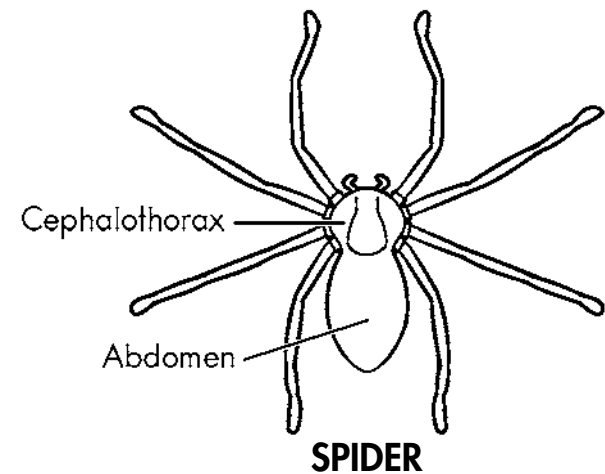
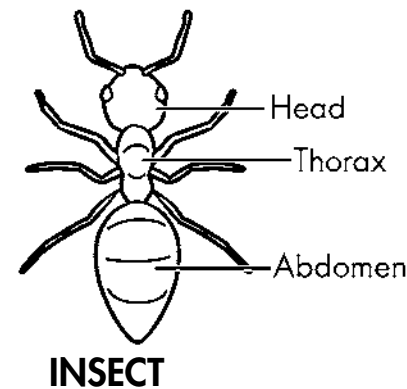


Fishing spider

Most spiders live on land. They live on the ground, on plants, in burrows, and on trees. A few spiders can live under water in ponds and streams. They carry air bubbles on the hairs of their bodies. They also build cocoons to store the air. Other spiders live on top of the water. They run across the water when they hunt.

What Is a Spider?

Spiders look a little like insects. But they are different from insects in many ways. Spiders always have eight legs, while insects have only six. Spider bodies have two parts, while insect bodies have three parts.



Spiders do not have wings, and they cannot fly on their own. But most insects have wings and can fly. Spiders do not have antennae on their heads. Insects do. Spiders have eight eyes. Most insects have only two. And spiders have fangs, while most insects do not.

Carpenter bee
(insect)



The head of a
jumping spider



Crab spider with snowy tree cricket prey

All spiders are meat eaters. They bite insects and inject venom through their fangs. The venom turns the insect's body to liquid. Then the spider sucks up its meal.



Spider Webs

One of the most unusual things about spiders is the webs they build. Spiders are born knowing how to build webs. They use sticky silk threads to trap insects. They walk on silk threads that are not sticky. The silk comes from special parts on the spider's back end called spinnerets.



Webs trap flying insects.

Webs come in many beautiful shapes. Circular webs catch flying insects. Webs on the ground are made to catch crawling insects.

Once an insect is caught, the spider wraps it in silk. The silk traps the insect so it cannot get away.



Early morning dew on spider webs



Funnel weaver

Some spiders build silk funnels or tunnels. When an insect crawls in the tunnel, the spider attacks. It traps the insect with its legs and bites the insect with its strong fangs.

Do You Know?

Spider silk is stronger than steel. Pretend a spider could make a web of silk as thick as a pencil. That web would be strong enough to stop a jumbo jet.



A spider releasing a silk parachute

Spiders also travel on their silk. They lower themselves down from high places. From a leaf or twig, spiders can toss a sticky silk thread into the air. When the thread catches on another twig or leaf, the spider can walk across. Some baby spiders make silk parachutes to travel. A parachute can carry a baby spider on the wind for over a hundred kilometers (60 mi).

Spiders Without Webs

Some spiders do not spin webs. The spitting spider spits sticky stuff onto insects. The insect cannot get away, and the spider bites it. Jumping spiders can jump far to land on the insects they eat.



Spitting spider

Trapdoor spiders build holes in the ground with silk trap doors over them. The spider springs up out of the door when an insect walks by.



Burrowing wolf spider

Tarantulas also spring out of holes. Some tarantulas are so big that they can catch birds and lizards.

Do You Know?

A black widow spider's venom is more powerful than a rattlesnake's. Luckily, black widows are small. They inject only a little bit of venom. Even so, a bite can be painful. But it usually does not kill a person. Female black widow spiders kill and eat the male after mating.



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Reading a-z Running Record

Level M

Student's Name _____ Date _____

Spiders
151 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
4	Why do so many people fear spiders? Perhaps they don't know that most spiders are harmless. Even if spiders bite, their venom and fangs are usually not strong enough to hurt people. In fact, spiders help people by eating insects. If it were not for spiders, insects would eat almost everything. There are more than 30,000 kinds of spiders. They are found all over the world. Most are less than one centimeter long. But some have bodies more than 7.6 centimeters (3 in.) in length, with legs spreading even farther.								
5	Most spiders live on land. They live on the ground, on plants, in burrows, and on trees. A few spiders can live under water in ponds and streams. They carry air bubbles on the hairs of their bodies. They also build cocoons to store the air. Other spiders live on top of the water. They run across the water when they hunt.								
Totals									

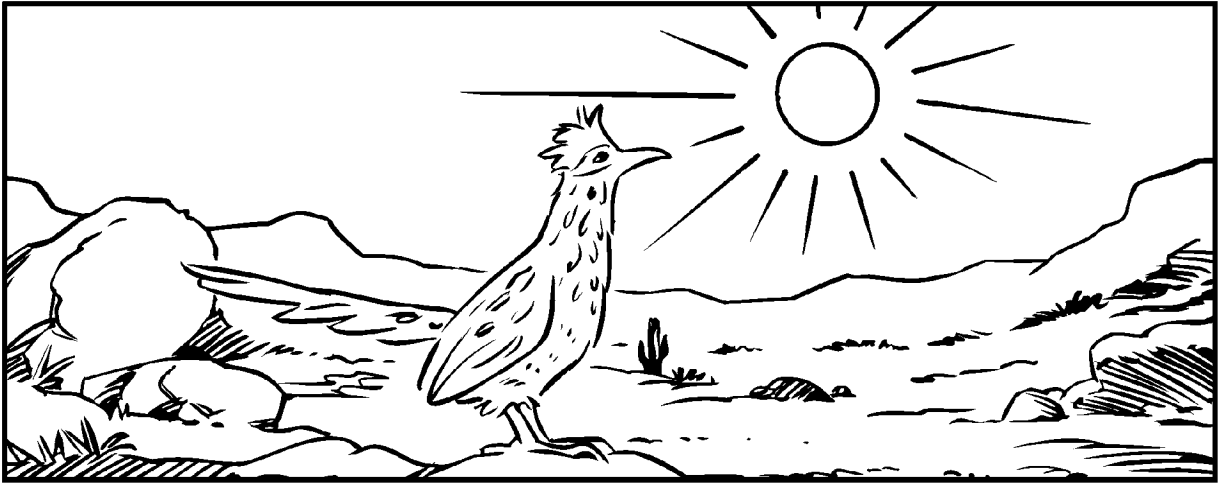
Accuracy Rate:

Error Rate:

Self-correction Rate:

BENCHMARK • M

Go Away, Sun!



Written by Pam Bull • Illustrated by David Cockcroft

www.readinga-z.com

Go Away, Sun!

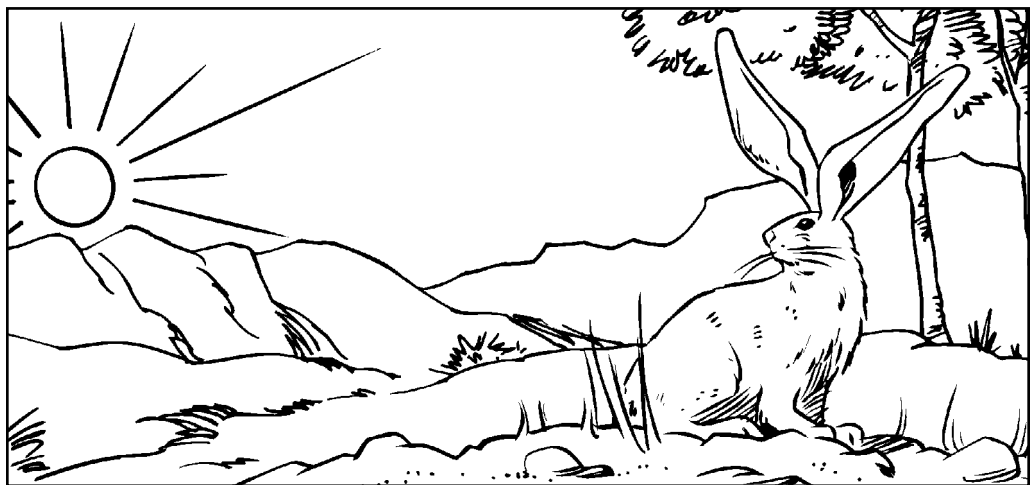
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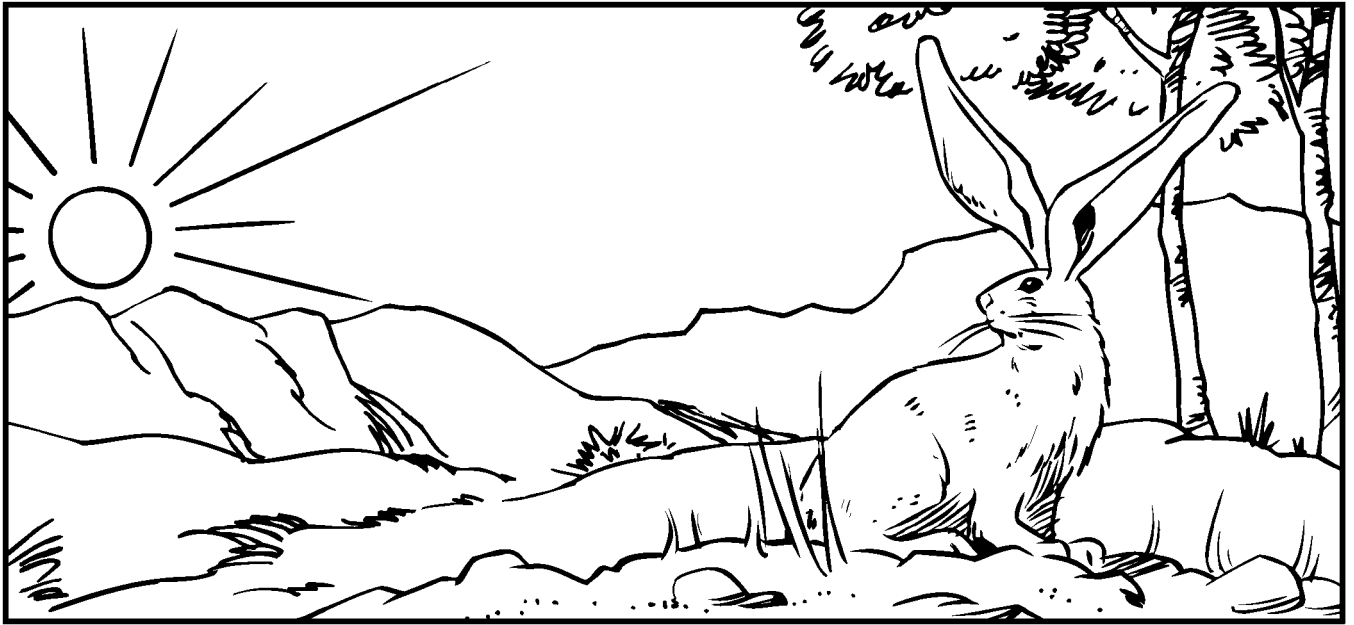
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24	DRA
19	Reading Recovery
1	Fountas & Pinnell

LEVEL M
Correlation

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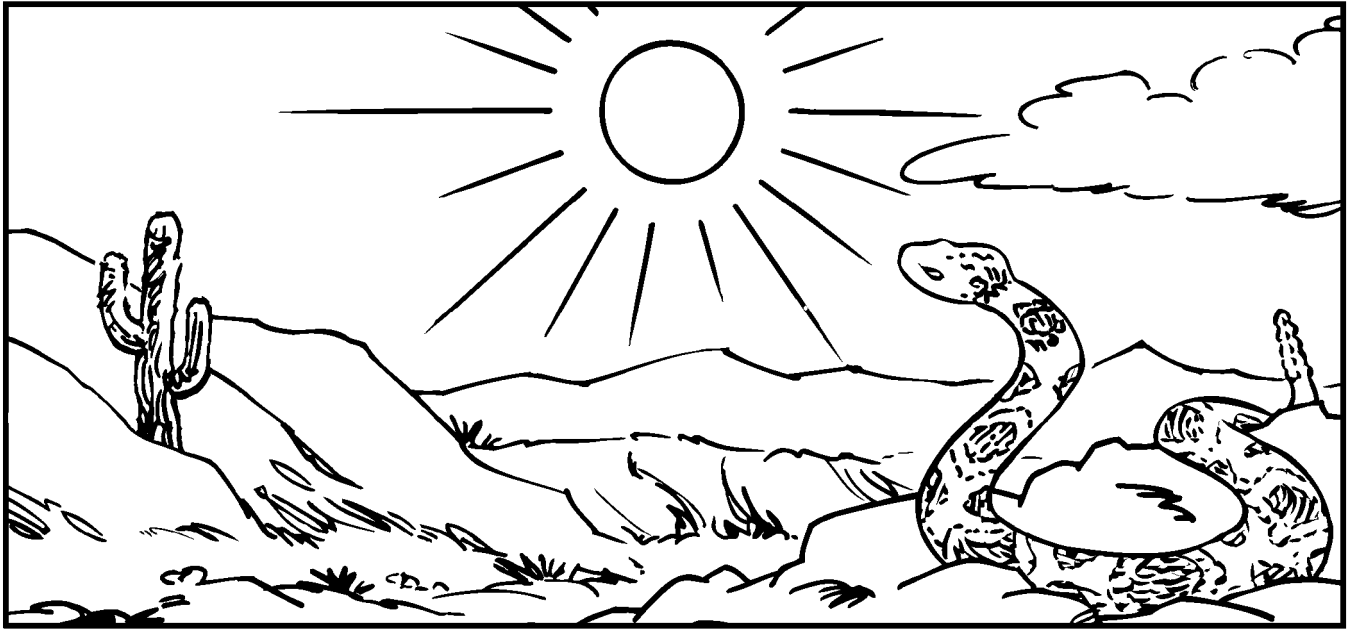
“Go away, Sun!” said Jackrabbit. “You’re too bright,
and I can’t find any shade to rest in.”

3

Sun’s feelings were hurt. He moved west in the sky.
As he moved above the cottonwood trees, he created
shade in the grass below.
“Much better,” said Jackrabbit. She flattened her ears
against her back and lay down to rest.

4





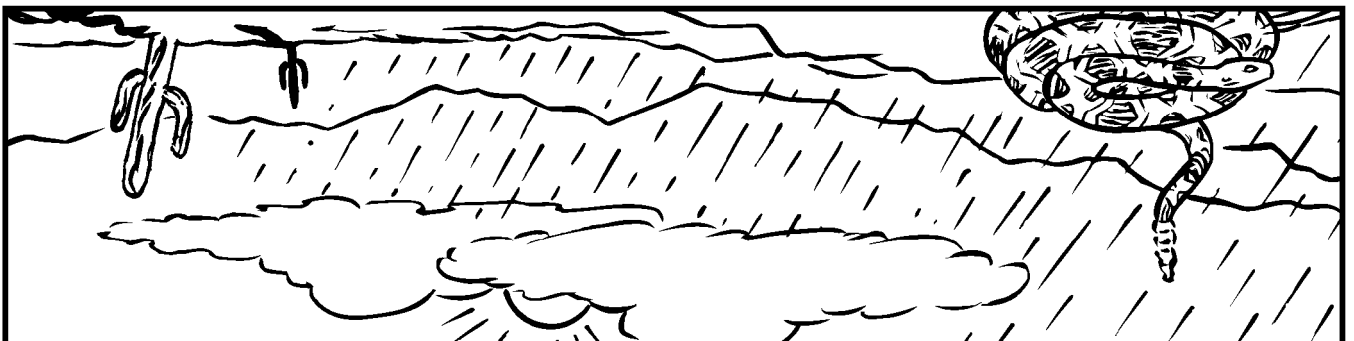
“Go away, Sun!” said Rattlesnake. “Your strong rays have made this rock too hot to lie on.”

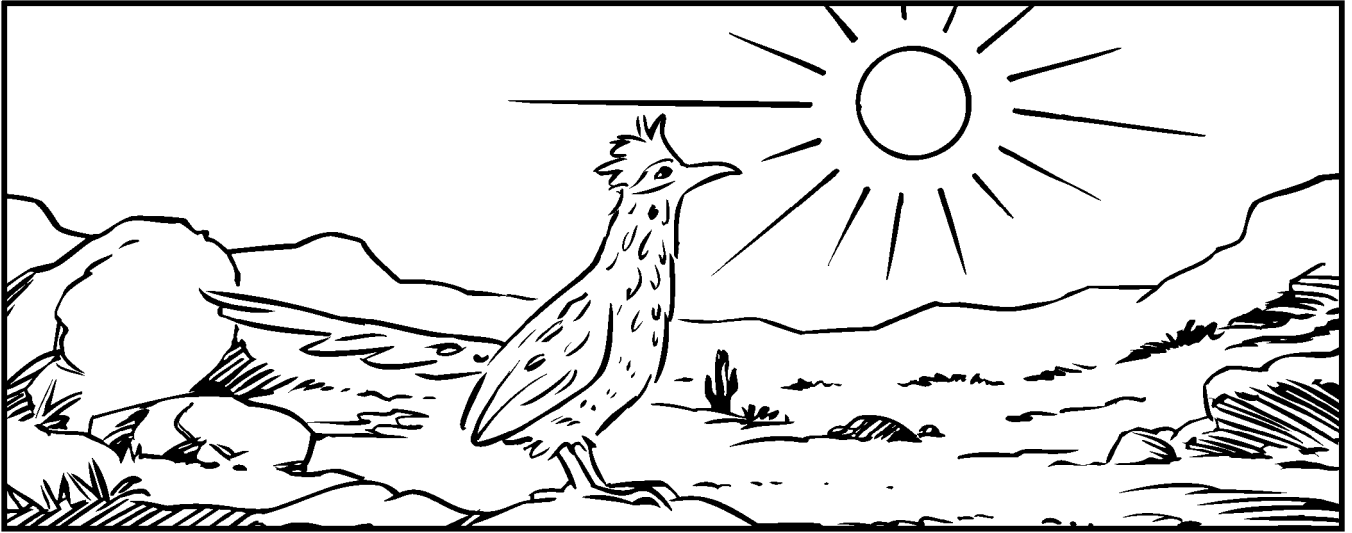
5

Sun began to feel gloomy. He hid his face in the clouds and began to cry. Tears of sadness fell from the sky, cooling the desert floor.

“Much better,” said Rattlesnake. He curled himself up in the sand and shook his rattles to warn others not to bother him.

6





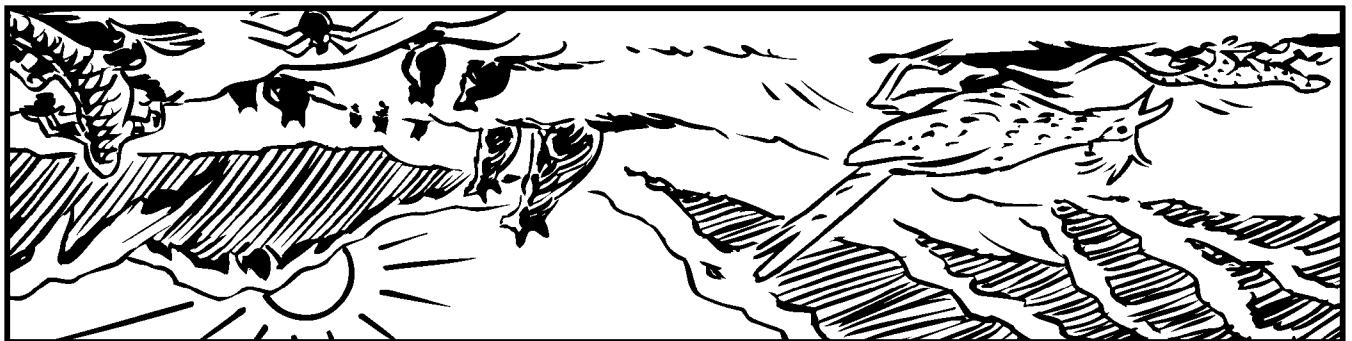
“Go away, Sun!” said Roadrunner.

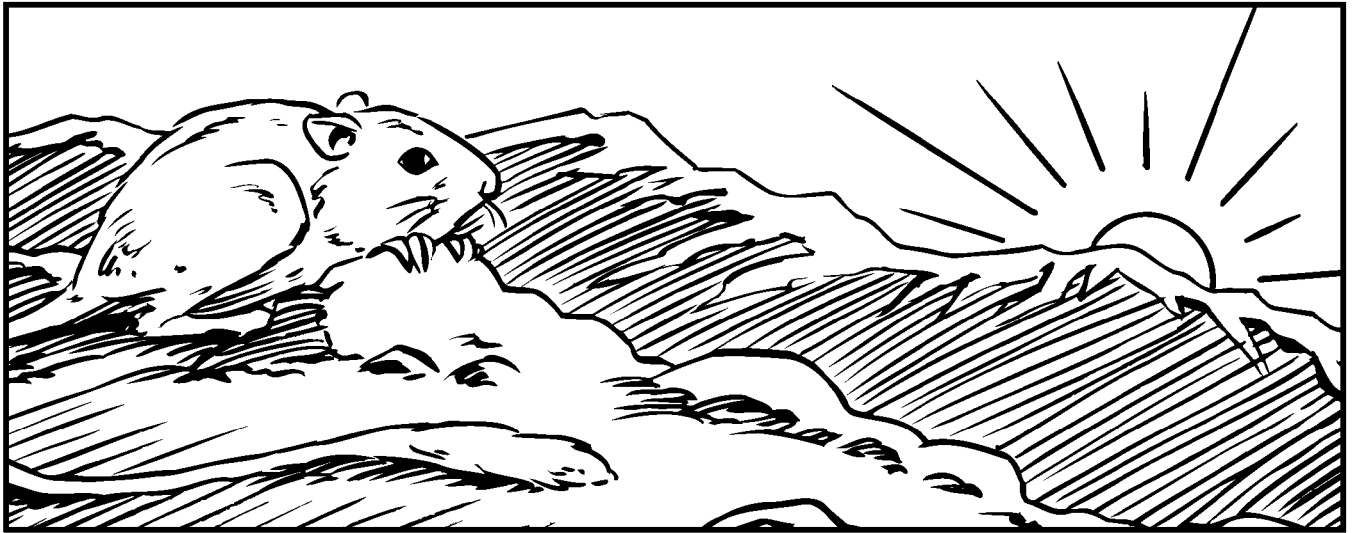
“This desert heat is far too hot. All of the animals that I’d like to eat are hiding.”

7

8

Sun was very sad because of Roadrunner’s remark. He decided to hide behind the mountains. As he slowly began to sink, beautiful shadows appeared along the horizon. All of the desert animals came out to see them. “Much better,” said Roadrunner. She dashed after a small lizard that had come out to see the shadows.





“Go away, Sun!” said Kangaroo Rat.

“You’re still shining on the tops of the mountains! I’m hungry, and I’d like to gather my food without you around.”

9

Kangaroo Rat’s cold words made Sun disappear over the horizon. As he went, he created a dusty rose and orange sunset.

“Much better,” said Kangaroo Rat. She left her burrow in search of food.

10





Night fell, and the desert air and sand began to cool.

Jackrabbit fed on grasses while keeping a watch out for enemies. Rattlesnake stayed close to his den searching for small rodents to eat. Roadrunner dined on tasty lizards. Kangaroo Rat gathered seeds.

11

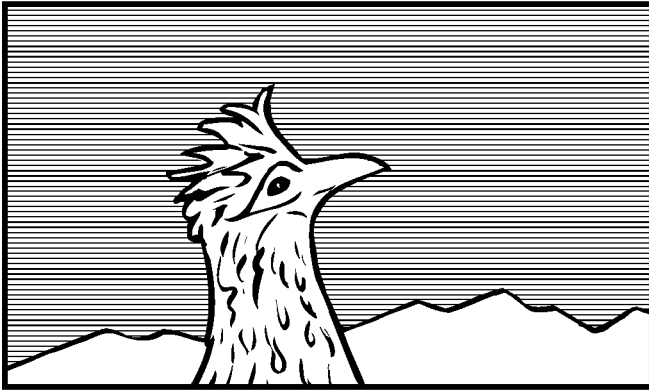
12

The animals noticed that it had been dark for quite some time. Sun had not appeared as usual. They began to wonder what had happened to him.

"Come back, Sun!" said Jackrabbit. "How am I supposed to rest in total darkness?"

"Come back, Sun!" said Rattlesnake. "How am I supposed to sun myself on the rocks?"





“Come back, Sun!” said Roadrunner. “How am I supposed to warm myself from this cool night air? I haven’t had a chance to build my nest of sticks.”

“Come back, Sun!” said Kangaroo Rat. “How am I supposed to dry the seeds that I’ve spent all night collecting?”

13

Sun brightened as he heard the animals asking him to return. Suddenly, he had a warm feeling inside. The animals looked to the east and saw a faint glow in the sky. There, along the horizon, they saw a radiant Sun peeking up over the mountains.

14



Reading a-z Running Record

Level M

Student's Name _____ Date _____

Go Away, Sun!
146 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	“Go away, Sun!” said Jackrabbit. “You’re too bright, and I can’t find any shade to rest in.”								
4	Sun’s feelings were hurt. He moved west in the sky. As he moved above the cottonwood trees, he created shade in the grass below. “Much better,” said Jackrabbit. She flattened her ears against her back and lay down to rest.								
5	“Go away, Sun!” said Rattlesnake. “Your strong rays have made this rock too hot to lie on.”								
6	Sun began to feel gloomy. He hid his face in the clouds and began to cry. Tears of sadness fell from the sky, cooling the desert floor. “Much better,” said Rattlesnake. He curled himself up in the sand and shook his rattles to warn others not to bother him.								
7	“Go away, Sun!” said Roadrunner. “This desert heat is far too hot. All of the animals that I’d like to eat are hiding.”								
Totals									

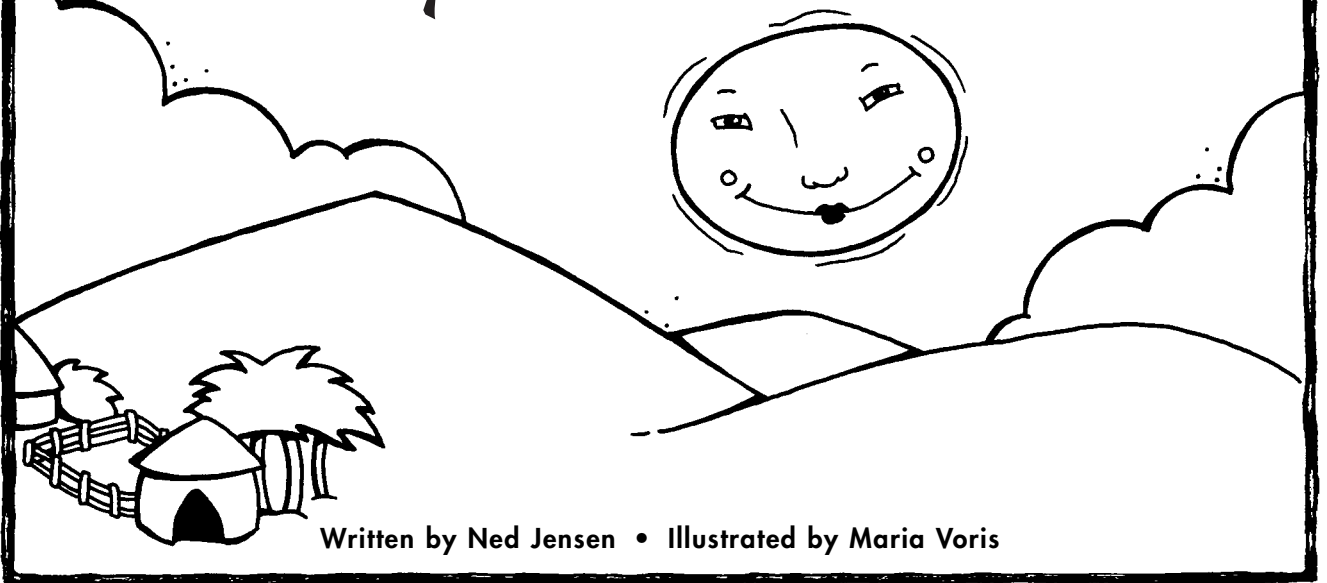
Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • M

Story of the Sun



Written by Ned Jensen • Illustrated by Maria Voris

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Story of the Sun

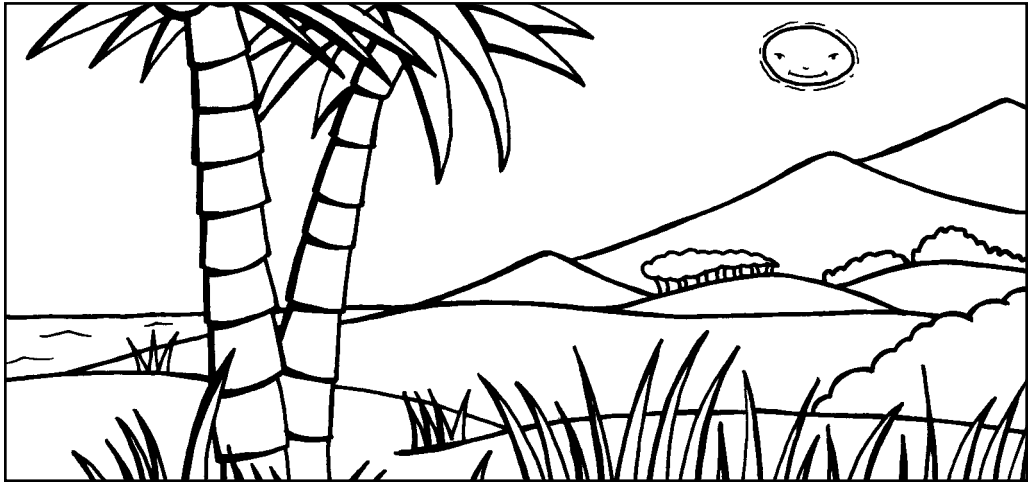
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Story of the Sun



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24	DRA
19	Reading Recovery
1	Fountas & Pinnell

LEVEL M
Correlation

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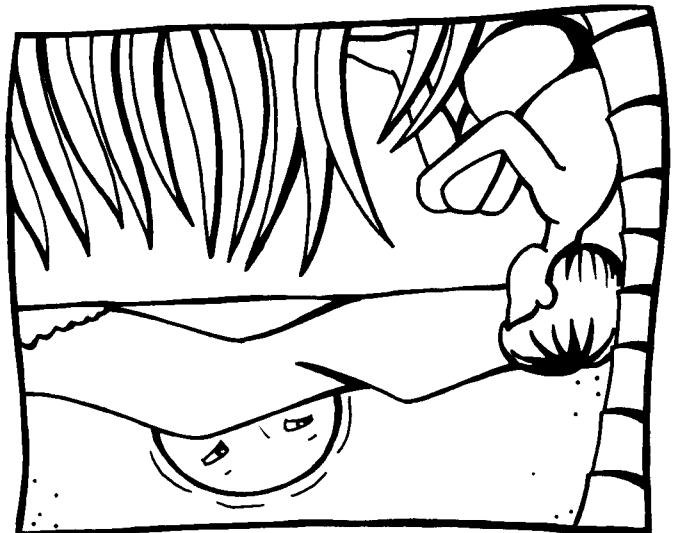
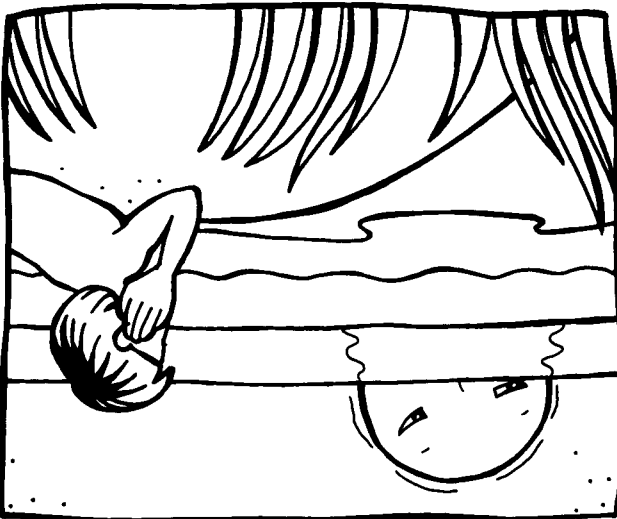


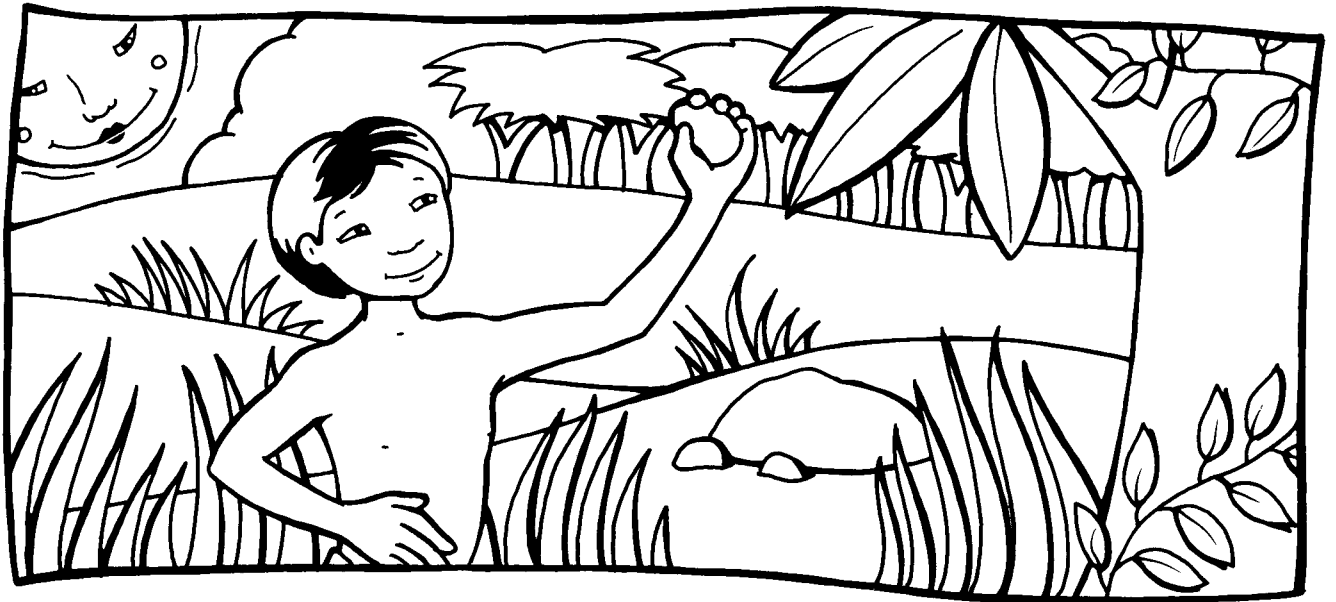
Long ago, a curious young boy lived in a far-off land.
 To the east there were mountains.
 To the west there was a large sea.

3

As each day began, the curious young boy sat and looked
 to the east. He watched the sun rise over the mountains.
 As each day ended, he looked west.
 He watched the sun sink into the sea.

4



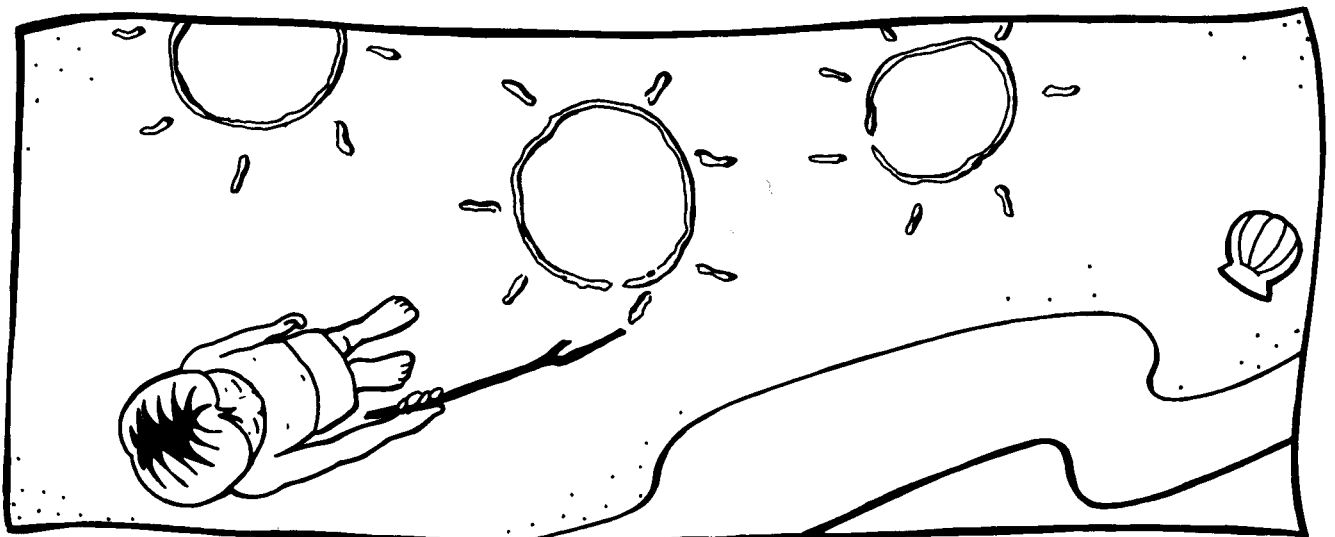


The curious boy's name was Ichiro.
 Ichiro wondered where the sun came from.
 And he wondered where it went each night.

5

The harder Ichiro thought, the more confused he became.
 He wondered how many suns there really are.
 Would there ever be a time when a new sun
 would not rise from the east?

9



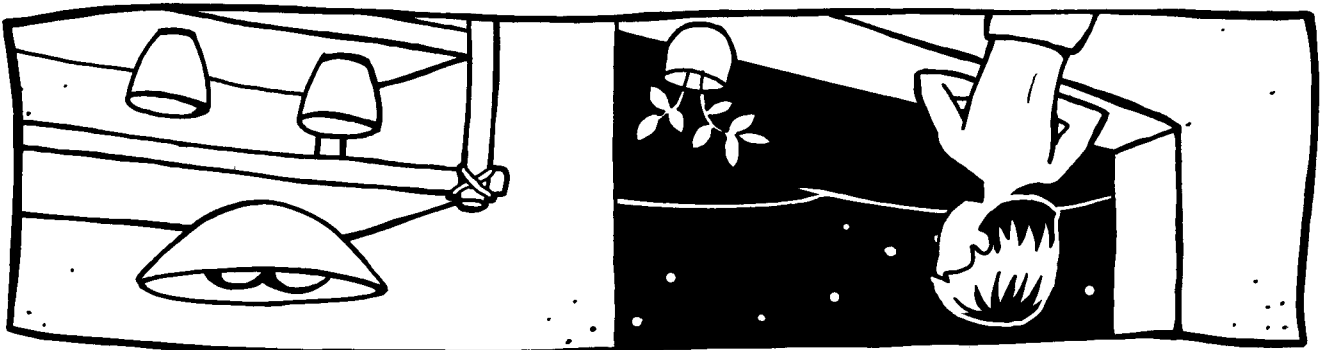


Ichiro was smart. He knew that the sun brought light.
 He knew that without the sun, everything would be dark.
 He also knew that the sun brought warmth.
 He loved to feel the warm sun on his brown skin.

7

8

Ichiro worried about a day when a new sun might not rise.
 He worried about living in a land of darkness.
 He worried about being cold.
 Ichiro learned about a wise old woman.
 He was told she knew the answers to everything.
 So he decided to visit her.





The wise woman lived in a village. The village was near the mountains. It was near where the sun rose each morning.

9

One morning Ichiro awoke early. He climbed on his giant pet emu and rode swiftly to the east. In a few hours, he entered the village.

10



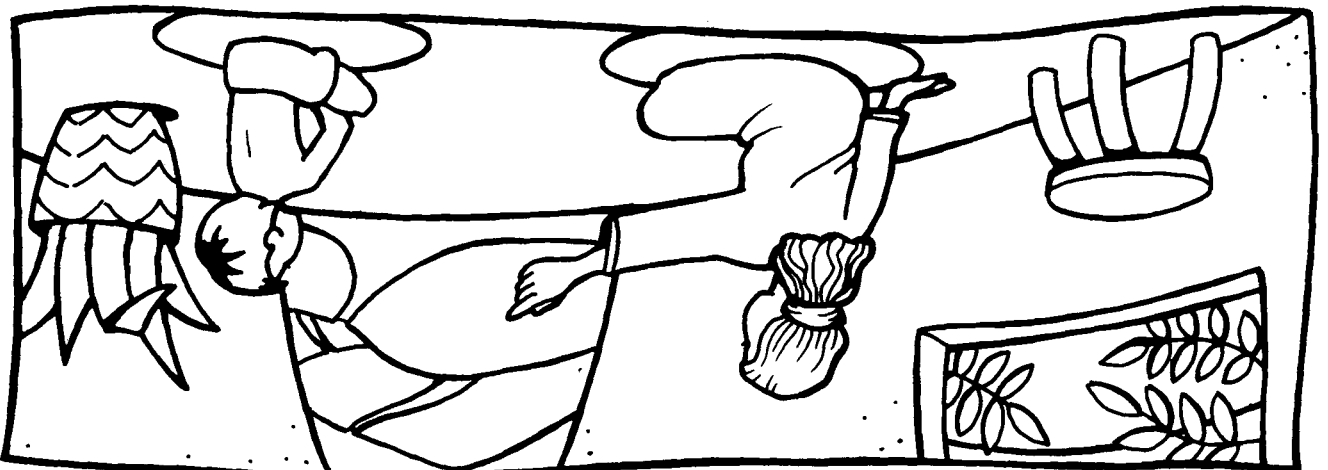


The wise woman greeted Ichiro warmly.
 She took him into her hut.
 And she began to answer his questions about the sun.

11

First she explained where the sun came from.
 “Do you see that large mountain? The one that is towering
 above all other mountains?” she asked, pointing east.
 Ichiro replied, “Yes, I do. In fact I see the sun rise
 over that mountain each morning.”

12

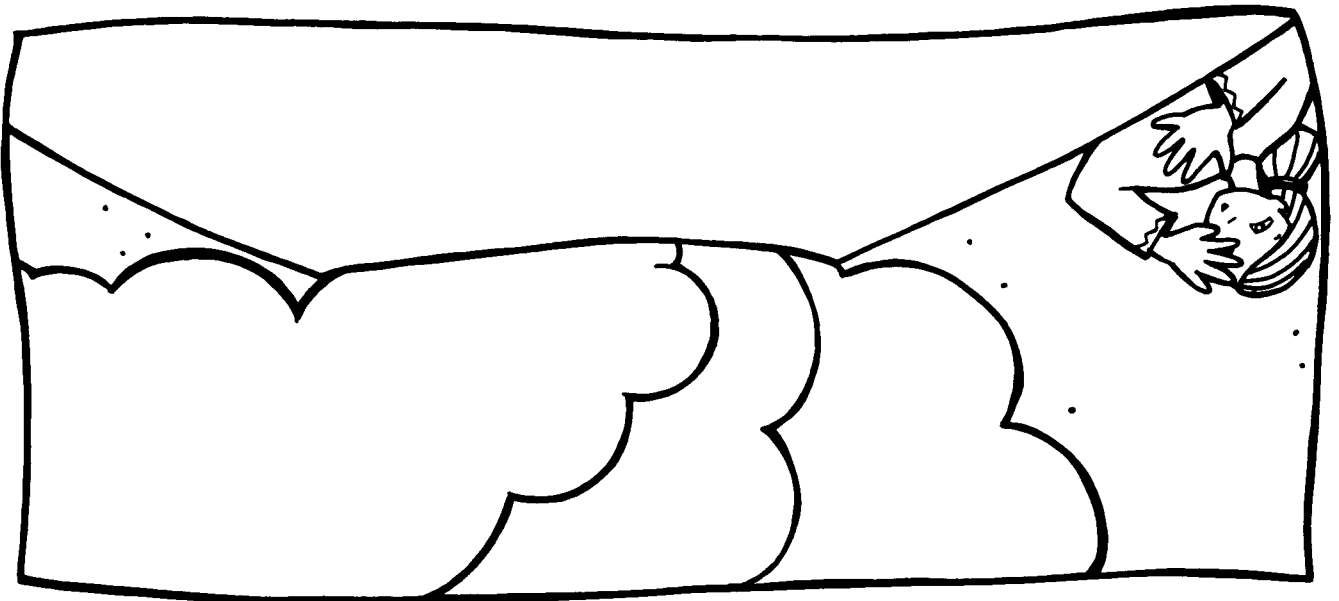


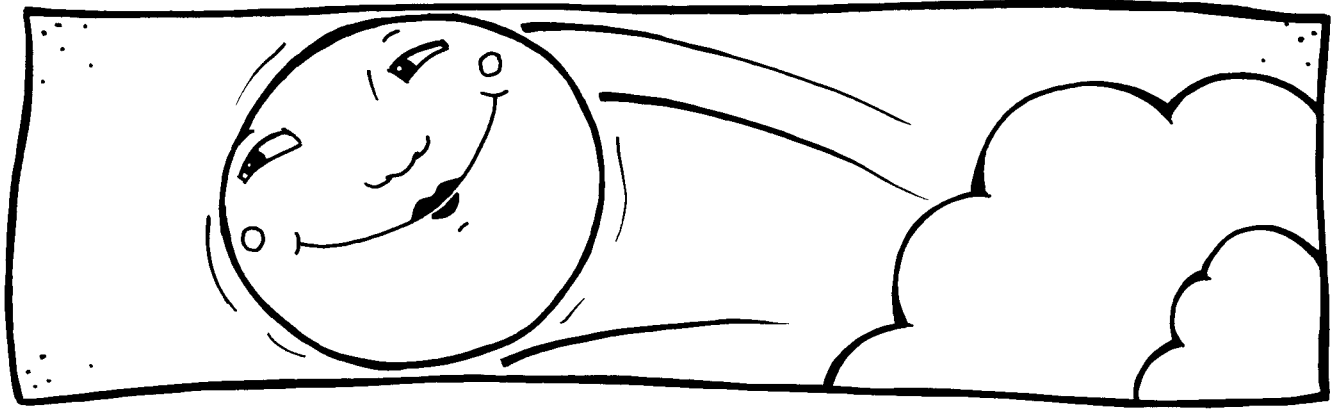


“Well,” said the wise woman, “that is where new suns come from. Each night after the sun sinks into the sea, people from the village go to the mountaintop. They carry large pieces of wood and coal with them.”

13

14
 “They drop the wood and coal into a large opening at the top of the mountain,” she said.
 “The mountain begins to rumble. It roars and smokes.”



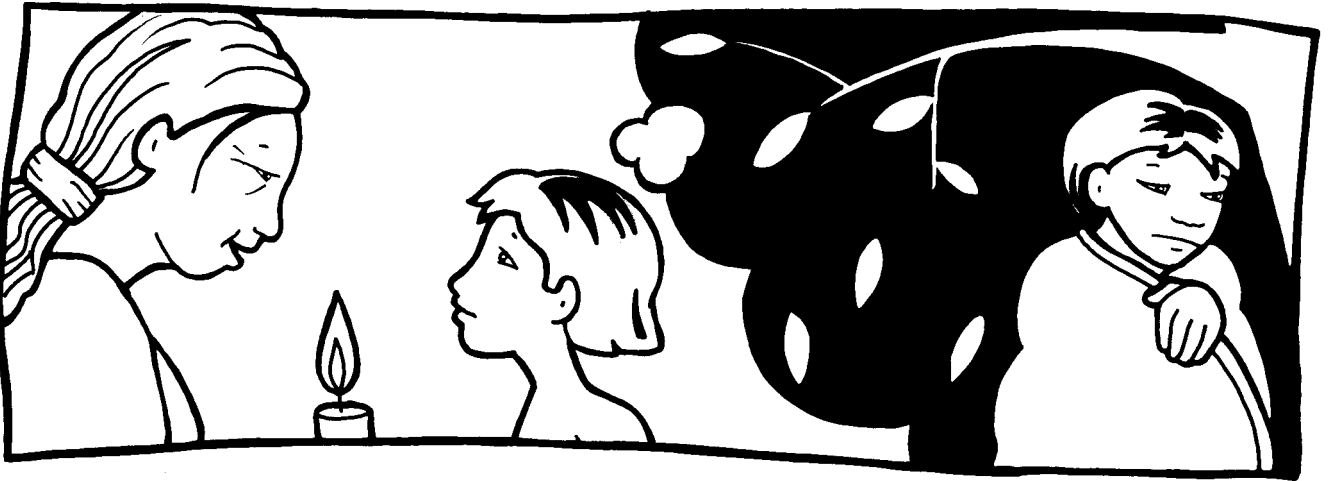


The wise old woman kept telling her story.
 “By morning, the rumbling is very loud.
 Then suddenly the mountain spits out a giant ball of fire.
 The ball is spit out with great force.
 It shoots up high into the sky. The fireball lights the land below
 as it travels across the sky. It also heats the land.”

15

16
 “When the ball of fire reaches its highest point,
 it begins to drop,” she continued.
 “In a few hours it crashes into the sea.
 The cool waters of the sea put out the ball of fire.”



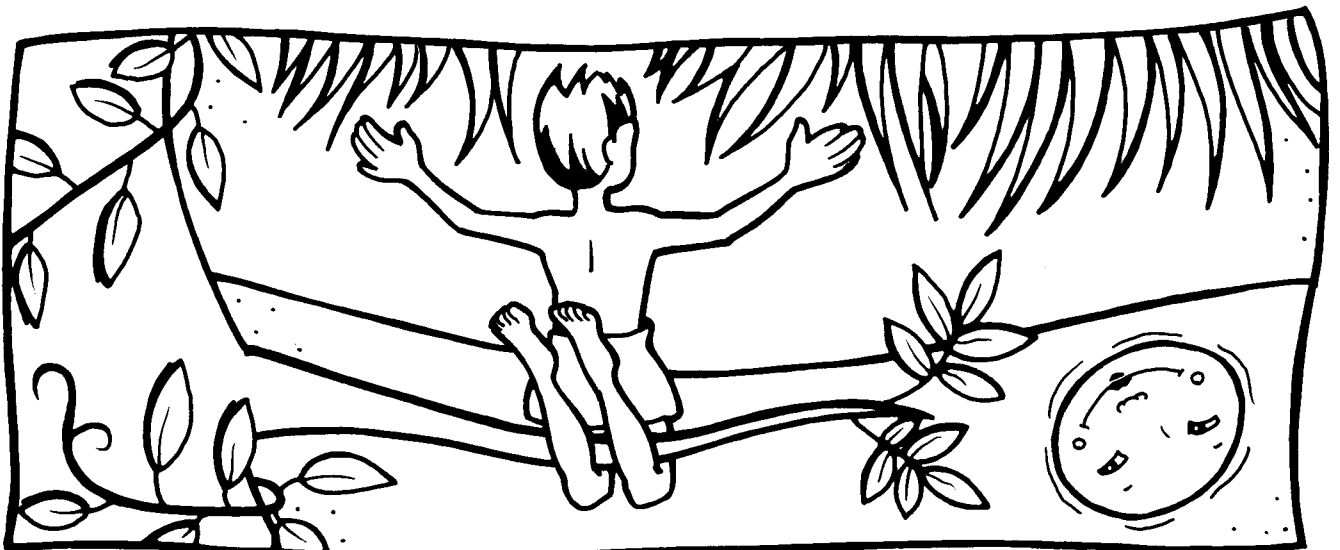


“It is very important that the villagers go to the mountain each night. They must feed it wood and coal,” she said. “As long as we feed the mountain, it will make a new sun each morning. But if ever we fail to do so, there will be no new sun. Then the land will become dark and cold.”

17

18

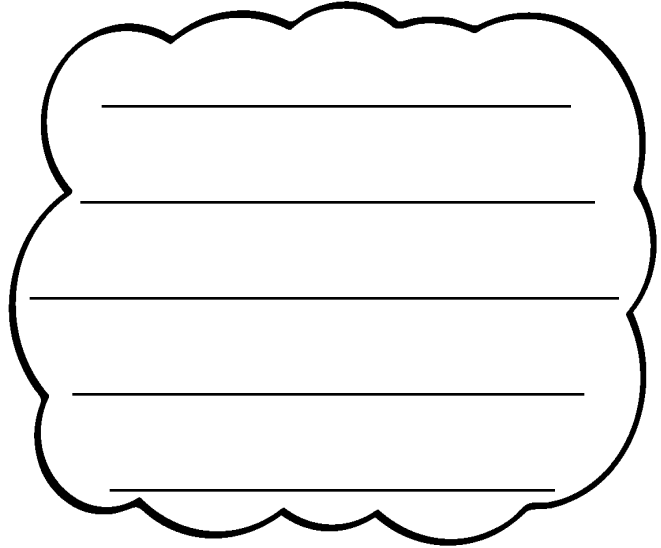
From that day on, Ichiro worried no more. He played happily in the trees. He knew there would always be light and heat as long as the villagers took coal and wood to the mountain.



Name _____

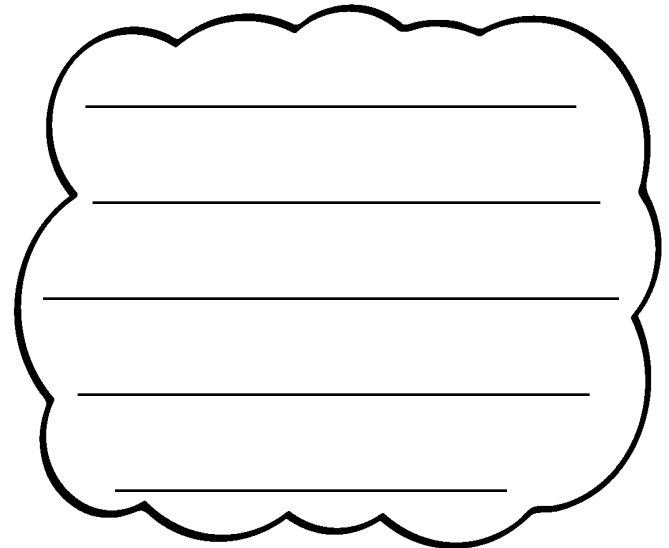
INSTRUCTIONS: As you read *Story of the Sun*, look for sentences that you can make inferences from. Choose three sentences. Write the inference in the cloud to the right of the statement.

1

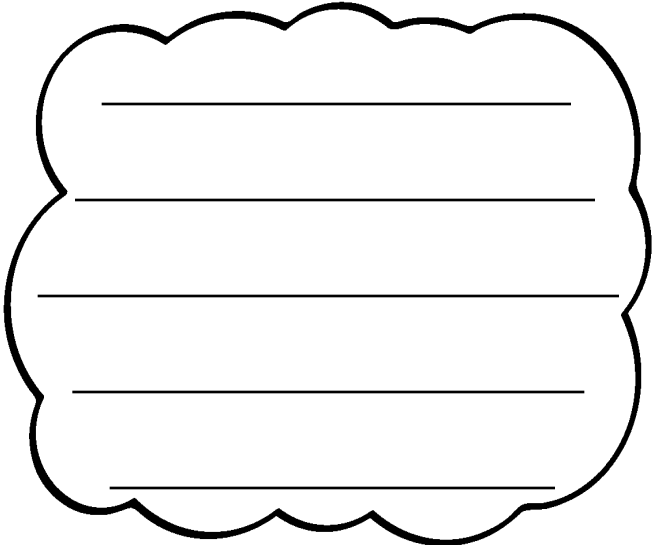


STORY OF THE SUN • LEVEL M • 1

2



3



SKILL: INFERRING

Name _____

INSTRUCTIONS: Cut out the words, then combine words to make compound words. Make a list of all the words you make. See how many compound words you can make. Share your list with others.

sun

star

moon

rise

set

shine

flower

fish

out

burn

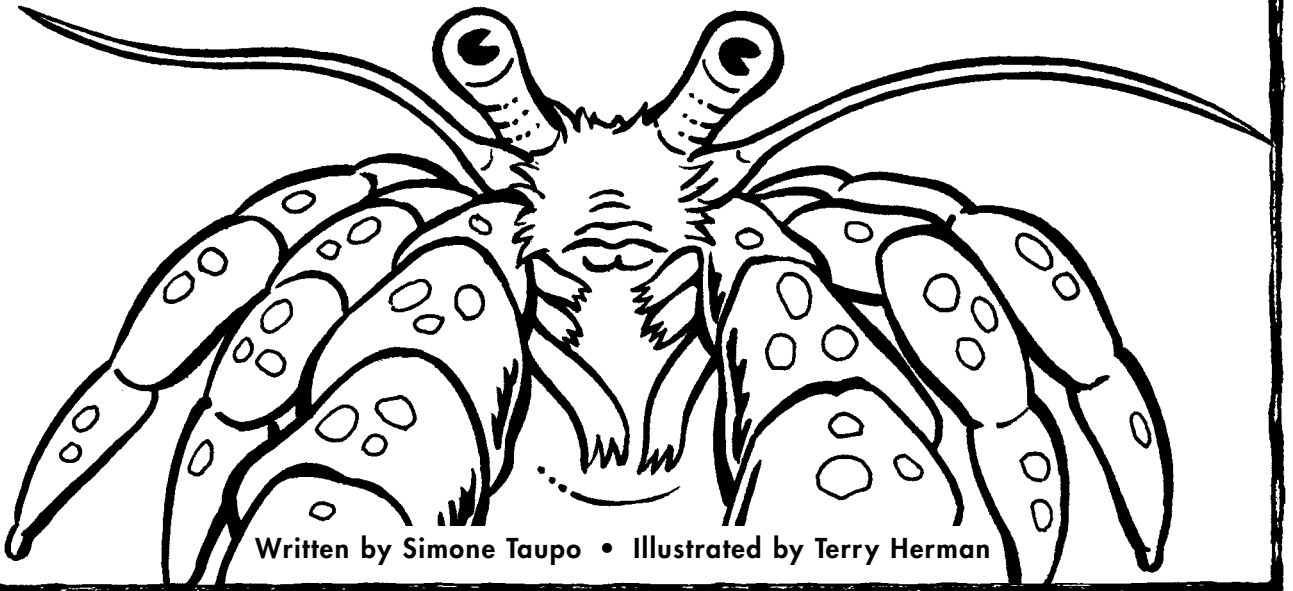
beam

light

look

LEVELED READER • M

Keb Needs a Home

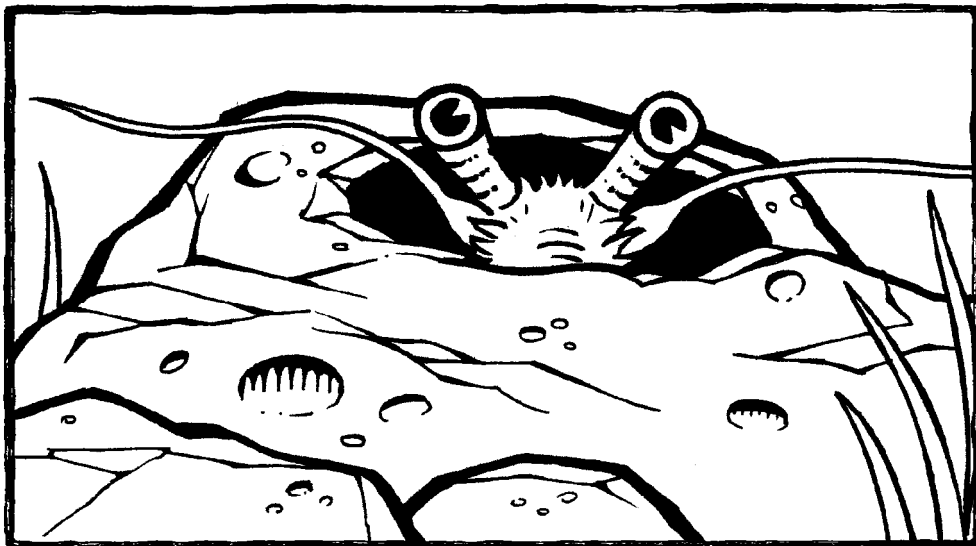


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Keb Needs a Home

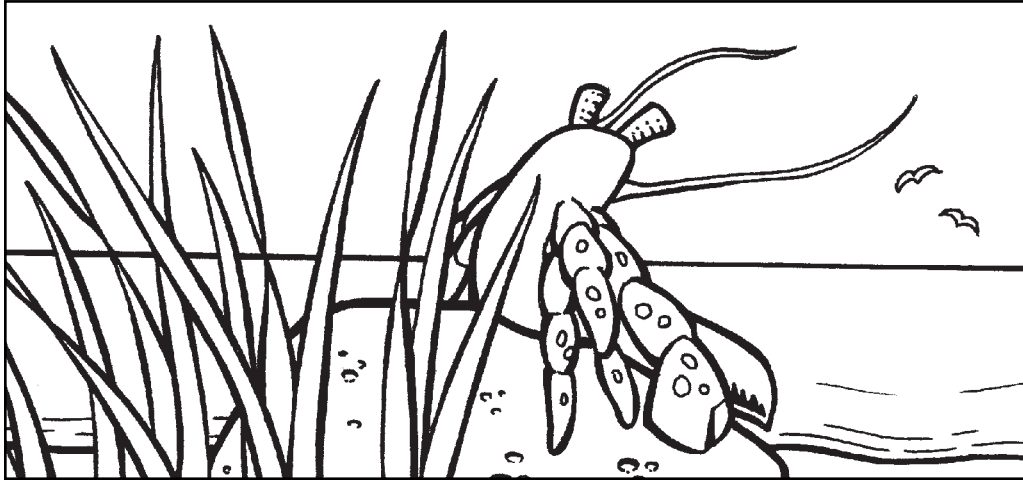
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Keb Needs a Home

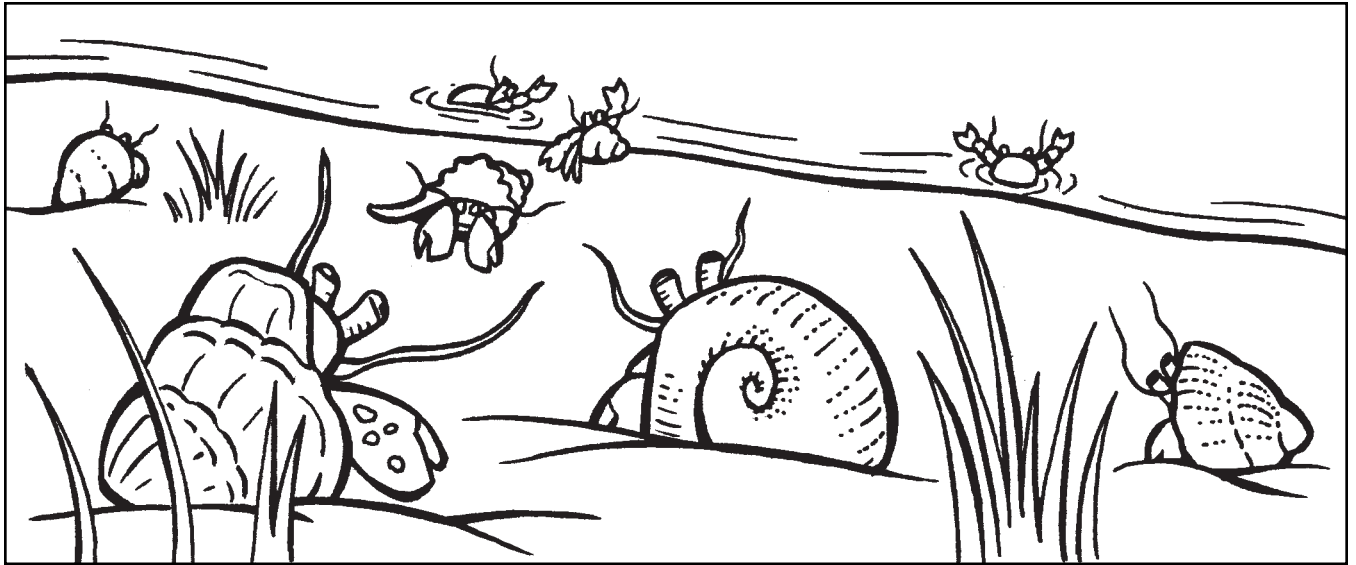


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Correlation	
LEVEL M	
Fountas & Pinnell	L
Reading Recovery	19
DRA	24

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Level M Leveled Reader
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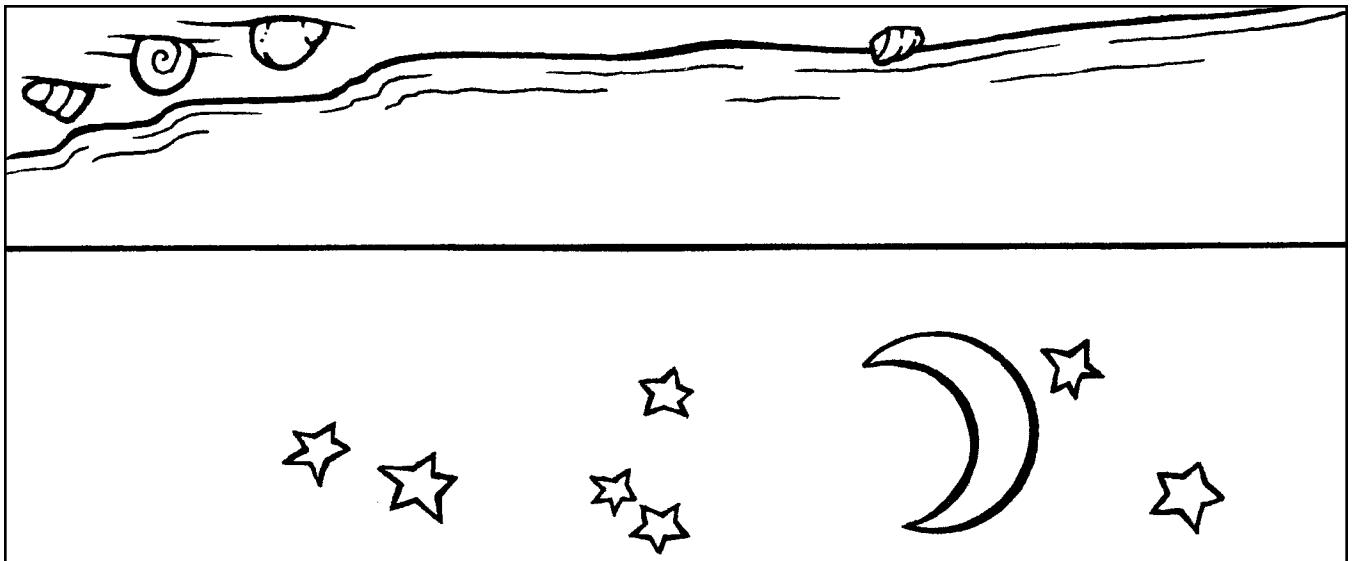


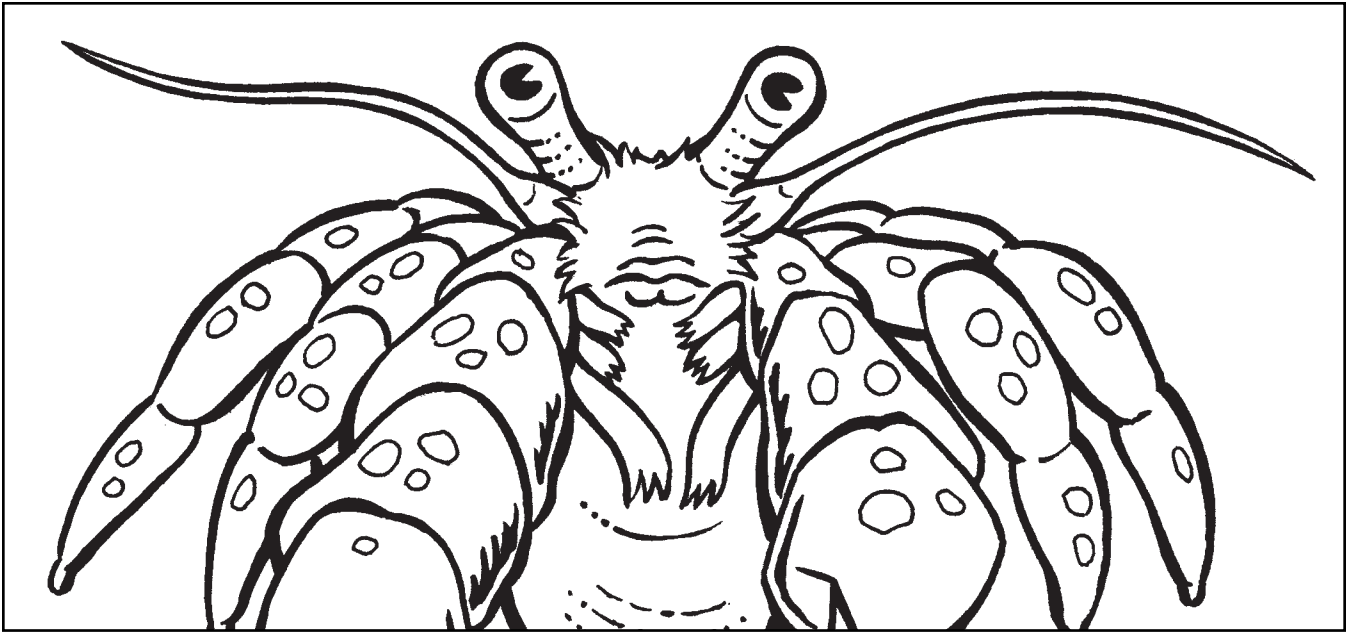
The life of a hermit crab isn't so bad. They live near the seashore, and they bask in the warm sun. They bathe in the salty sea, and they play in the surf.

3

The views are great, too. Sunrises and sunsets can be pretty spectacular. And you can't beat the night sky with all its twinkling stars.

4





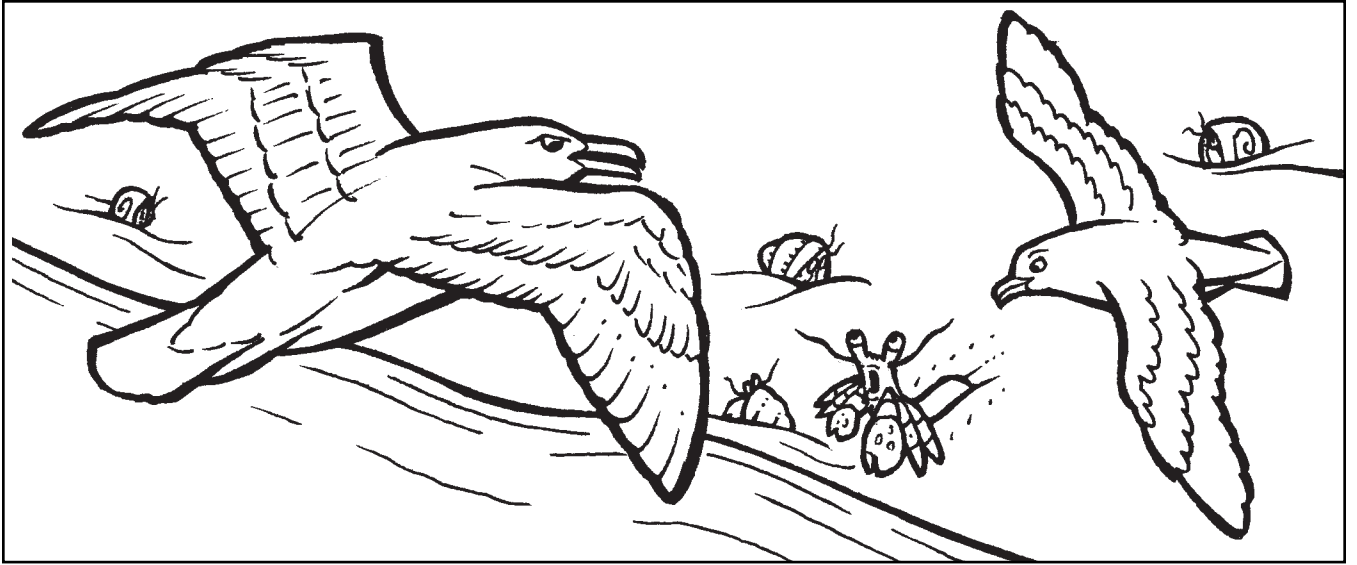
But for one hermit crab, life was not so great.
You see, Keb was a Hermit crab of spectacular proportions.

5

You might think that being the biggest crab on
the seashore had its advantages. However, for Keb,
the advantages were few and far between.

6



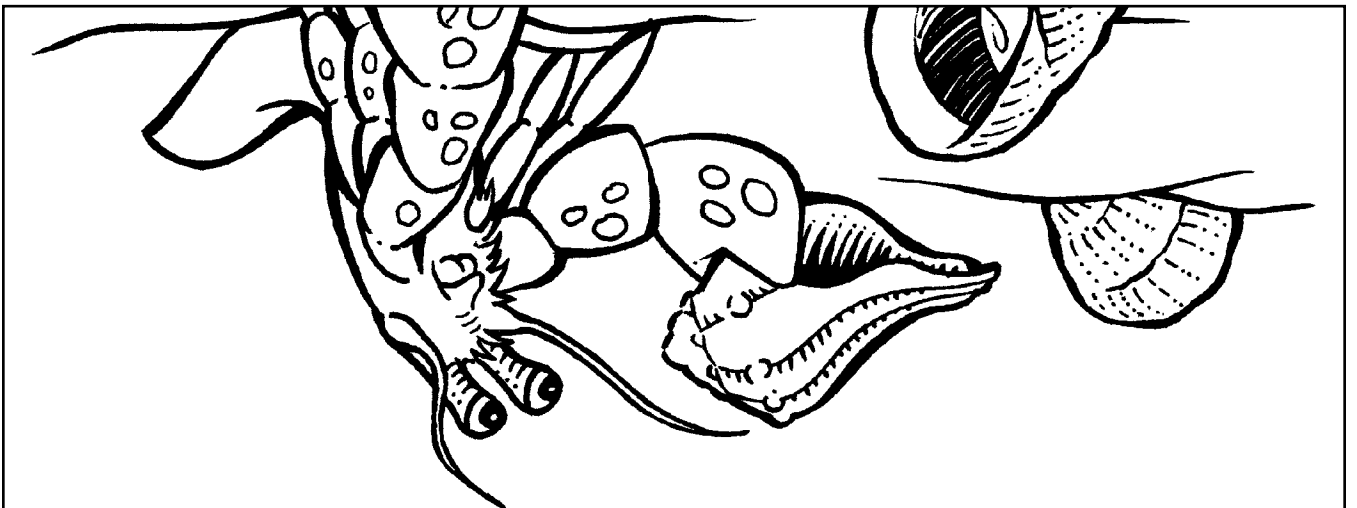


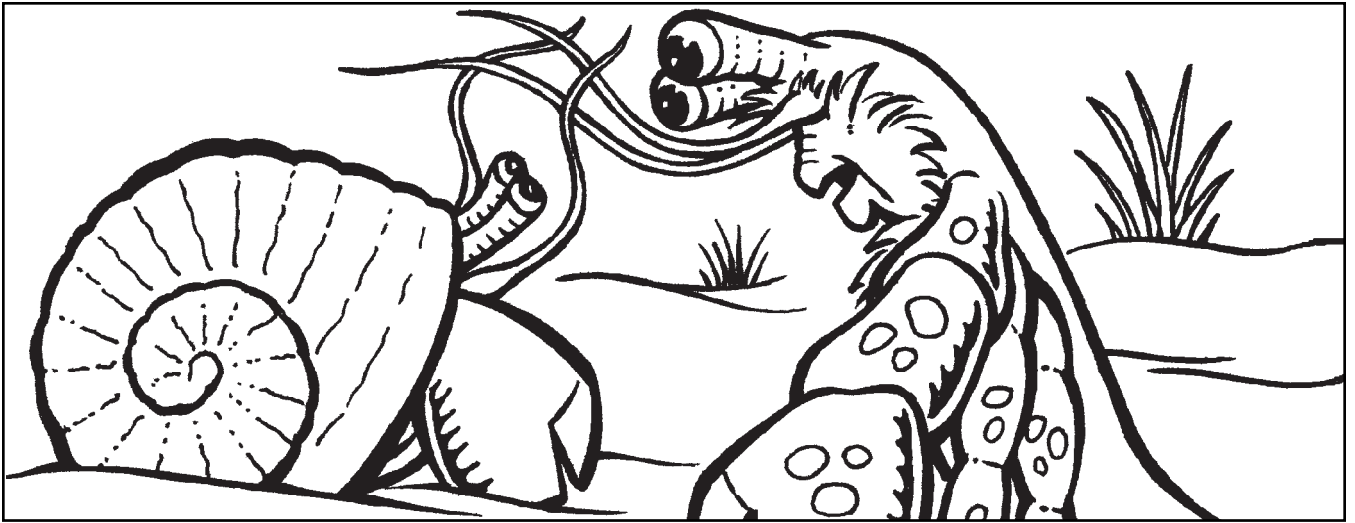
One of the biggest problems with being big was just that—being big. Being big made it easy for hungry gulls to spot Keb as they hung like kites in the stiff sea breeze.

7

But there was a bigger problem. Keb could not find a home that was big enough for him. Hermit crabs live in the discarded shells of snails. As a crab grows, it moves out of one shell and into a bigger one.

8



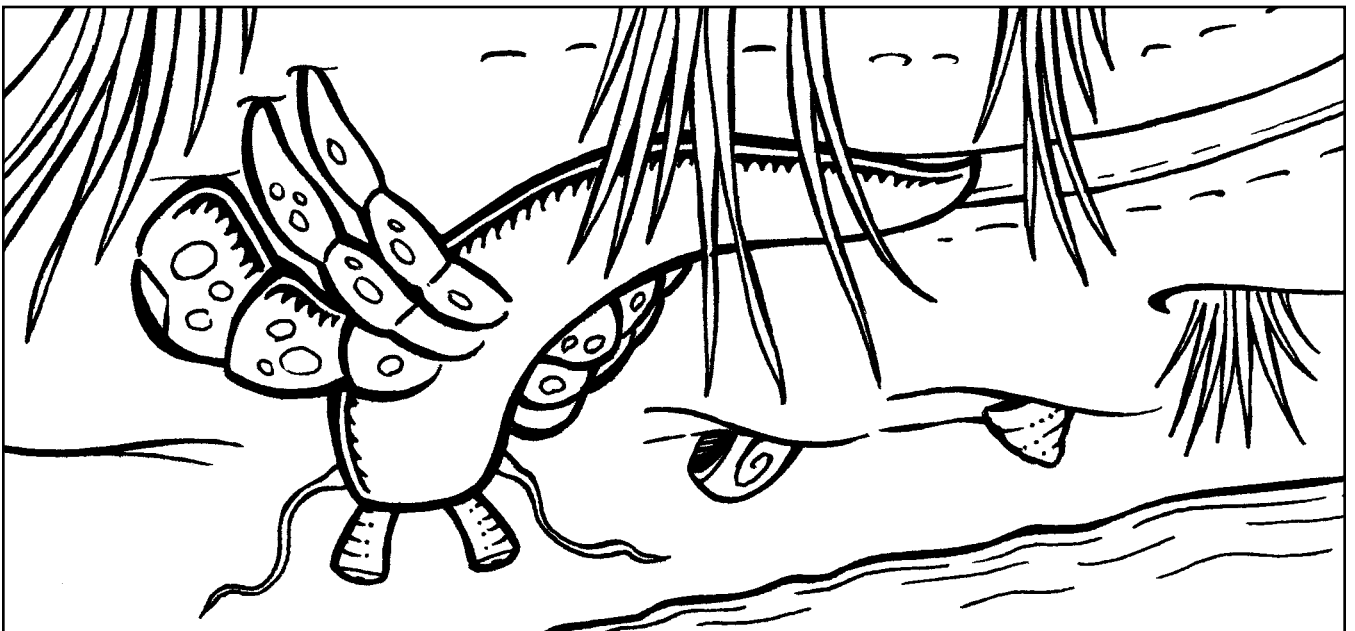


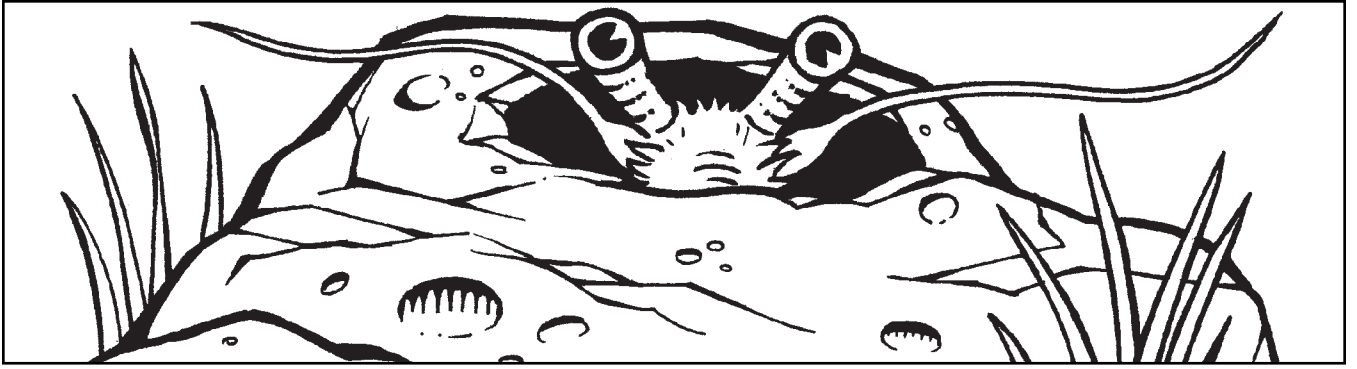
The trouble is that most snails are not very big.
 Now, that is not a huge problem for most normal-sized crabs,
 but for Keb it was a problem of great enormity.

9

Keb walked sideways up and down the shore. He searched
 and searched for a shell big enough to use as his home.

10





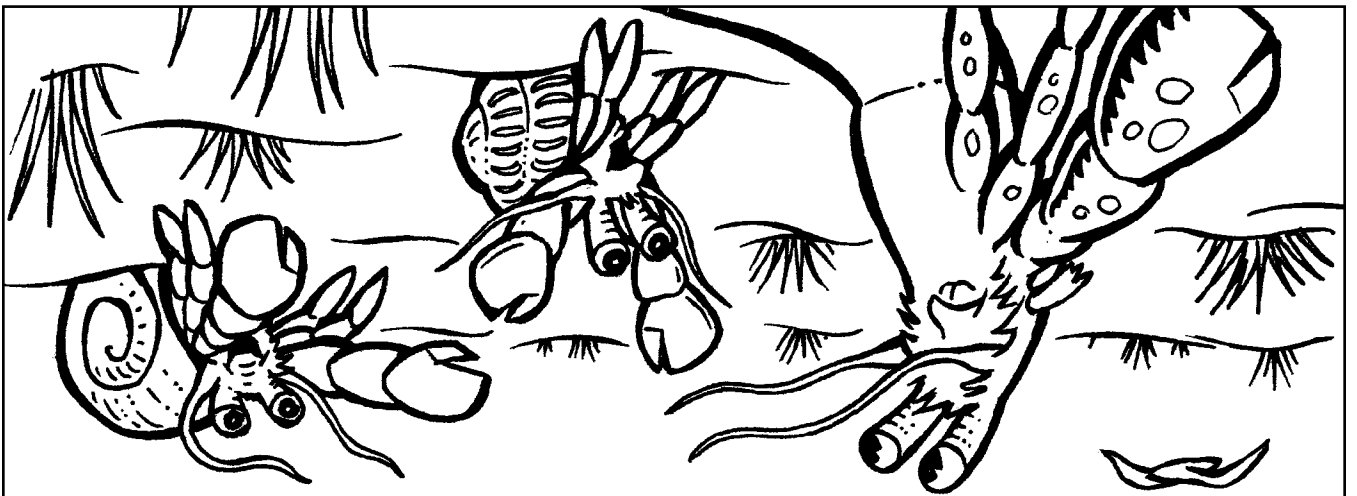
He waited and waited, hoping that soon one day
a large shell would wash up on shore.

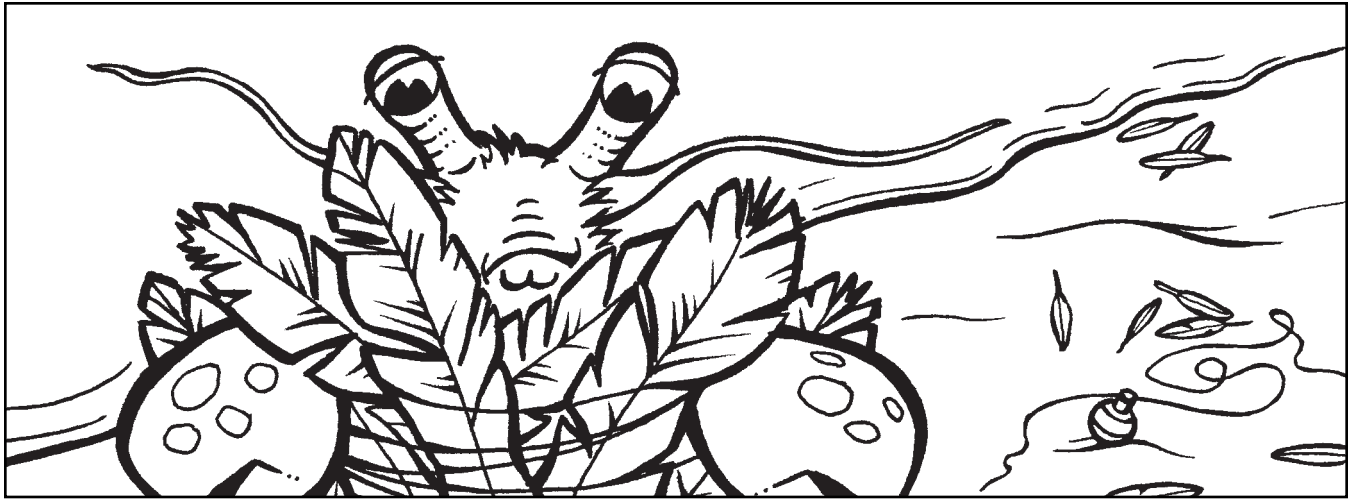
While he waited to find a proper home, Keb lived in a large hole
in a rock. Now, the hole was a fine home for most animals,
but it was not a proper home for a hermit crab.
Whenever Keb wanted to go out, he felt naked.

11

The other hermit crabs made fun of him, and
the gulls swooped down to try to make him their dinner.
Keb always managed to escape the gulls, but the teasing
from other crabs hurt to the core of his feelings.

12



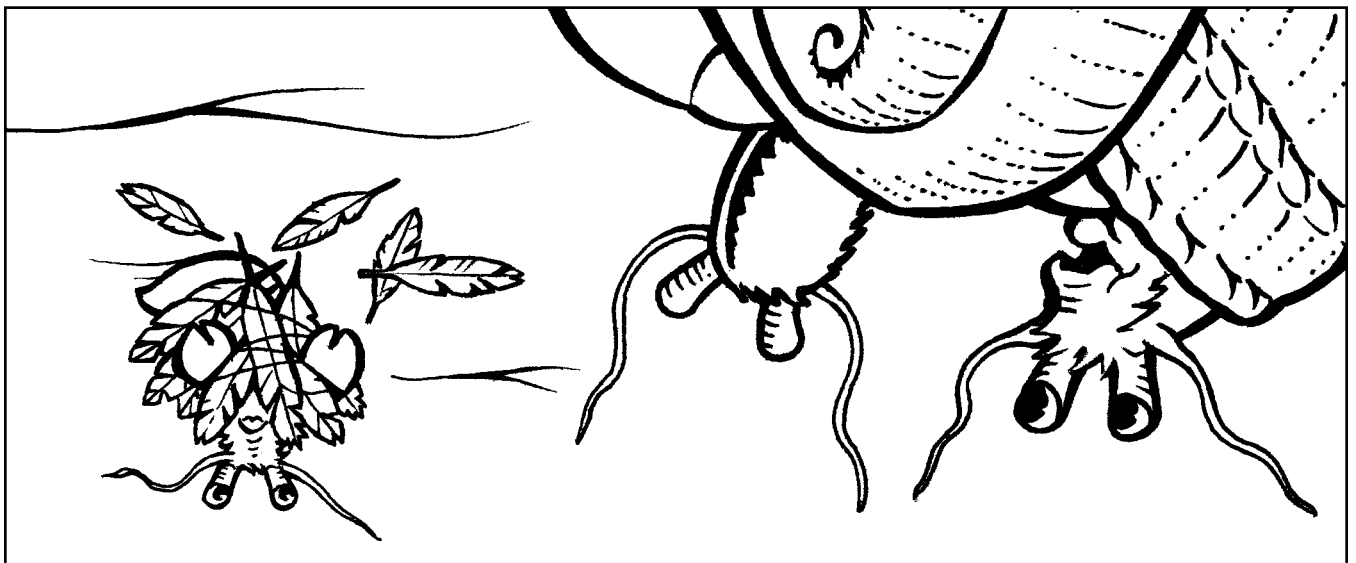


To hide his nakedness, Keb tried everything.
First he gathered feathers he found along the shore
and strung them together with old fishing line.
Then he wrapped them around his soft shell.

13

But the other crabs thought he looked silly.
“Look at Keb now,” they said. “He thinks he’s a bird.
The next thing you know, he will try to fly.”

14





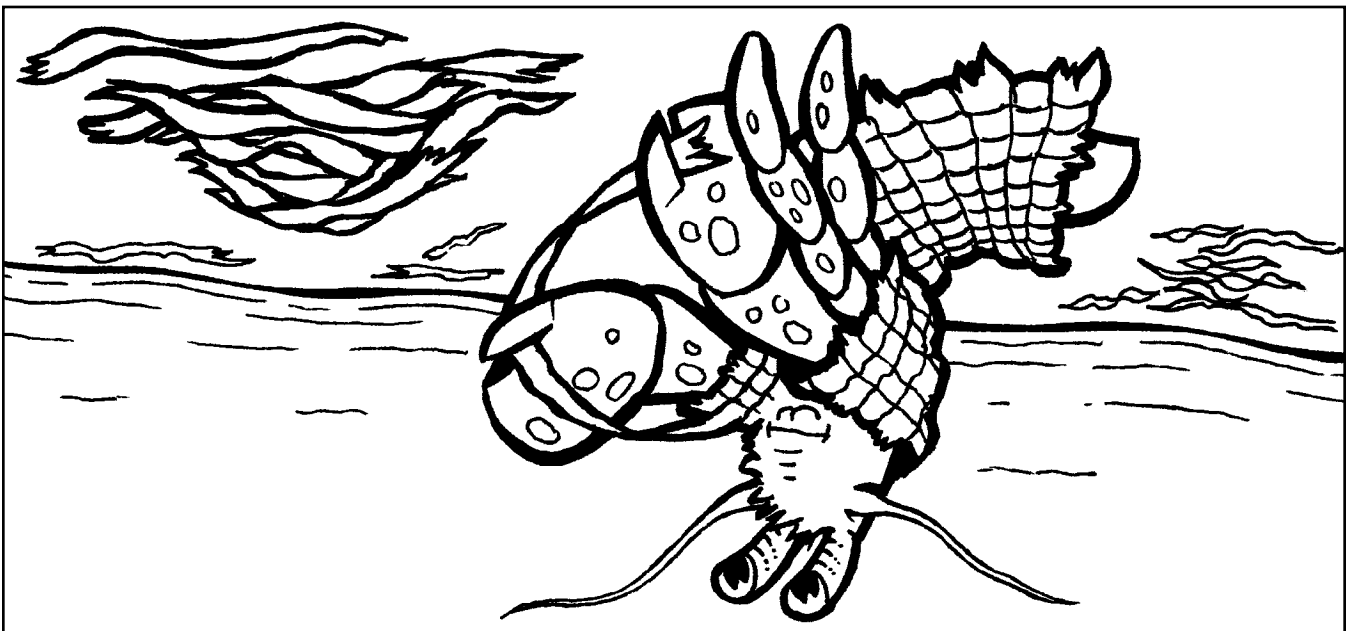
Keb's feelings were hurt even more.

He threw off the feathers and returned to his hole in the rock.

15

Next he gathered seaweed and wove it together
to make a fine-looking suit.

16



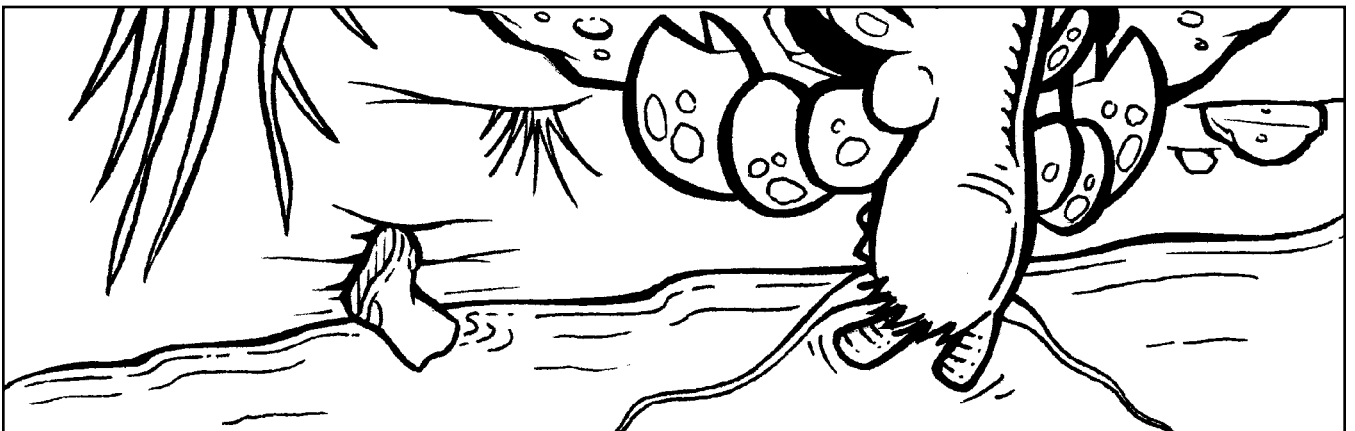


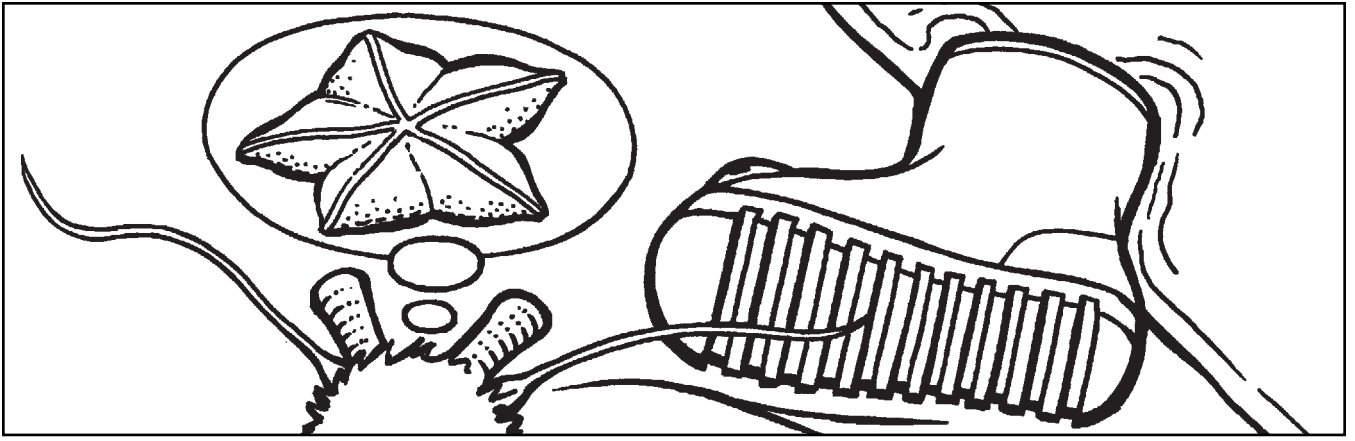
But soon the seaweed began to rot and smell. The smell was so bad that not even Keb could stand it. So he threw away his seaweed suit and returned to his hole in the rock.

17

Peering out of his hole one morning,
Keb noticed something strange had washed ashore.
He crawled out of the hole to take a closer look.
As he got closer he could see it was a boot.
And a very fine boot it was.

18

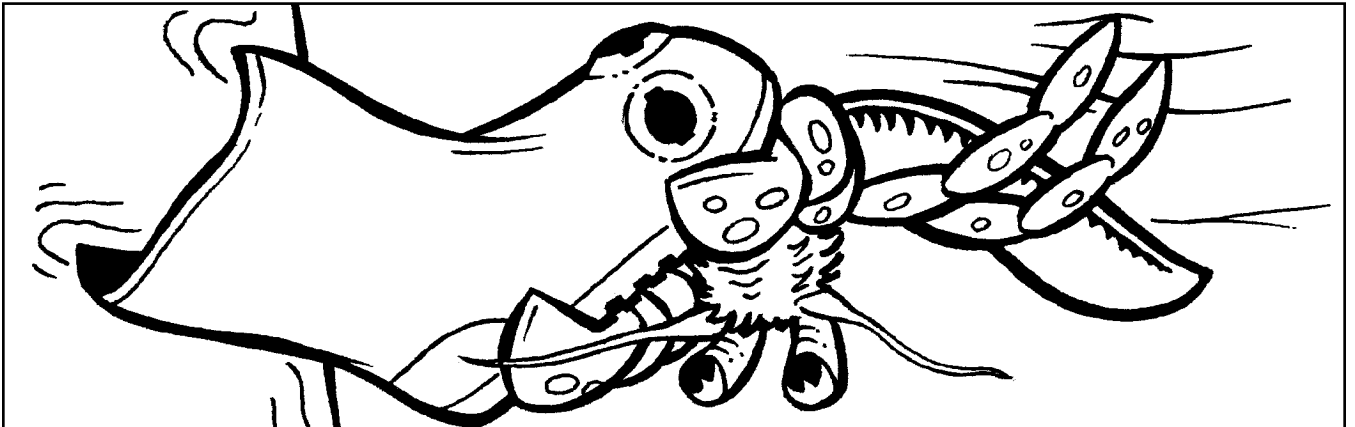


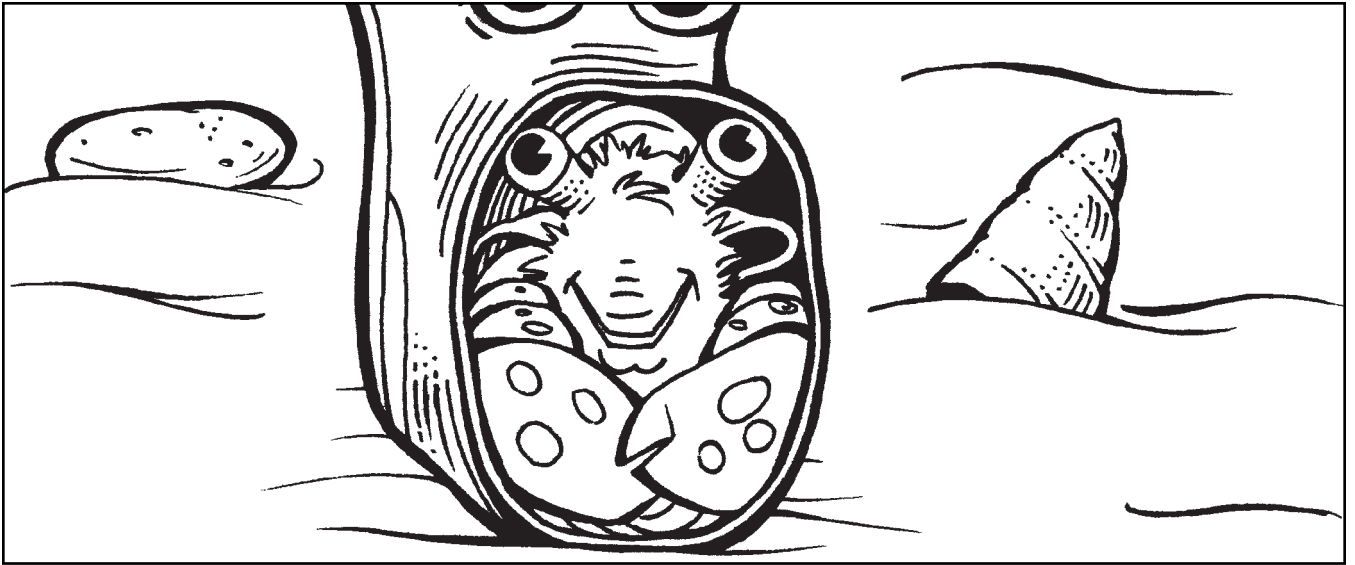


The boot was bright blue, which was Keb's favorite color in the world. He had always admired the blue starfish in the tide pools and he thought that blue crabs were the most handsome of all crabs. He had looked for a blue snail shell for a home when he was a smaller crab, but he had never found one.

19

20
Keb examined the boot more closely. It was made of rubber and would be perfect for stormy days when the cold wind and rain blew off the sea. And on the toe of the boot were two large eyes. "Ah-ha," thought Keb. "These eyes will surely scare off the swooping gulls."



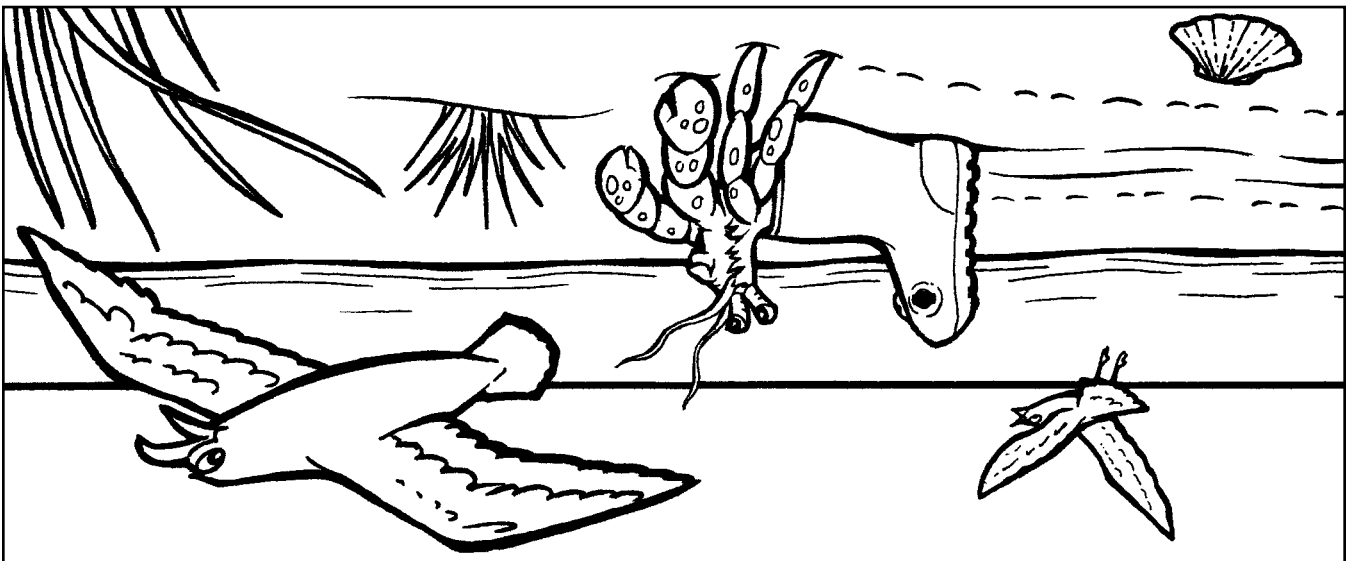


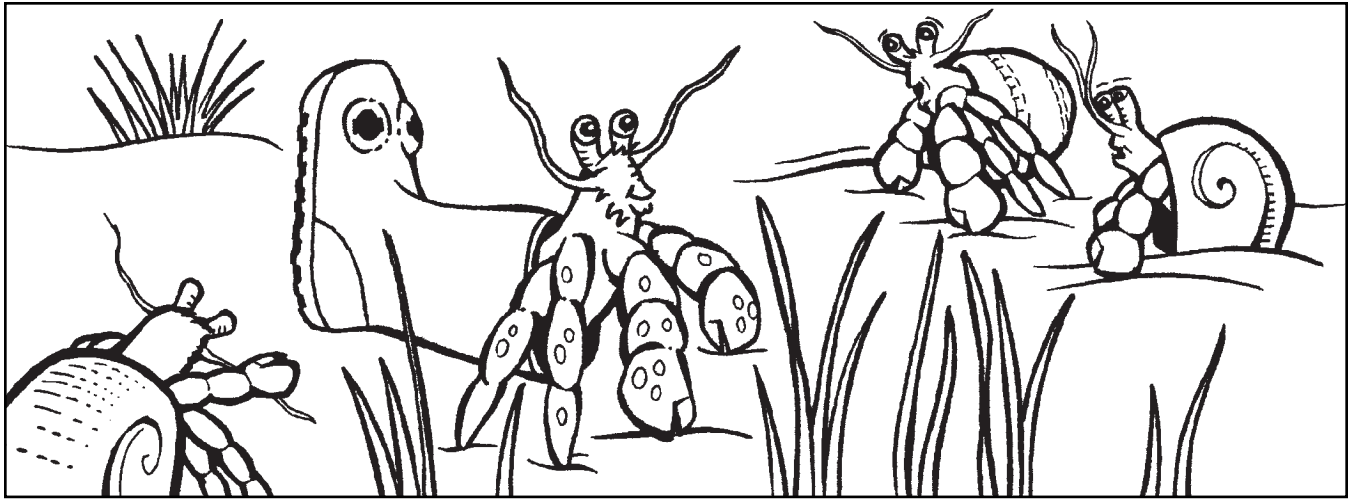
And best of all, the boot was large. Keb looked inside and sized it up. The boot was most definitely big enough for Keb's enormous body. He crawled into the boot. It was a perfect fit.

21

Keb strutted down the shore wearing his new home.
The gulls were frightened by the
two large eyes looking up at them.

22





All the other crabs oooooed and aaaahed as Keb walked by.
 They were envious of Keb's beautiful new home.
 Keb was not only the biggest crab on the shore,
 he was also the most handsome.

23

The next week, Keb had an open house. All the other crabs
 came to see Keb's home, and they all brought him gifts.
 Keb was no longer the laughingstock of all the crabs.
 He was the envy of the seashore.

24



Name _____

INSTRUCTIONS: Look at the words in the Word Box. Now find the sentence that describes the word. Write the word in the blank next to the sentence.

Word Box

enormous	laughingstock	envy	sunrise	spectacular
sunset	discarded	seaweed	handsome	

1. Something that is huge. _____
2. A good looking boy or man. _____
3. To throw away something that is no longer needed. _____
4. Something or someone that is made fun of. _____
5. A plant or plants that grow in the sea. _____
6. When the sun comes up in the morning. _____
7. When someone feels jealous of something or someone. _____
8. When the sun goes down at night. _____
9. Really amazing! _____

What was your most favorite part of *Keb Needs a Home*?

Name _____

The vowel team **ea** can have a short **e** sound like in *great* and *head*, or a long **e** sound like in *seaweed*, *seashore*, and *beat*. An **ea** followed by an **r** makes a sound like the one in **ear** or like the one in *heard*.

INSTRUCTIONS: Read the story. Listen for the sound ea makes in the bold words.

Have you ever **read** a book or **heard** a story about a great big **bear**? You might have **learned** that bears sleep through the winter. Some bears may sleep the whole **season**. Sometimes they look almost **dead**! But they are very much alive. As the cold winter passes and the spring **weather** comes **near**, they wake up. After such a nice rest, they must be **ready** to **eat** a **really** big meal!



words with long ea

words with short ea

ea followed by r

Arthur's Bad-News Day

A Reading A-Z Level M Leveled Reader

Word Count: 586




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Arthur's Bad-News Day

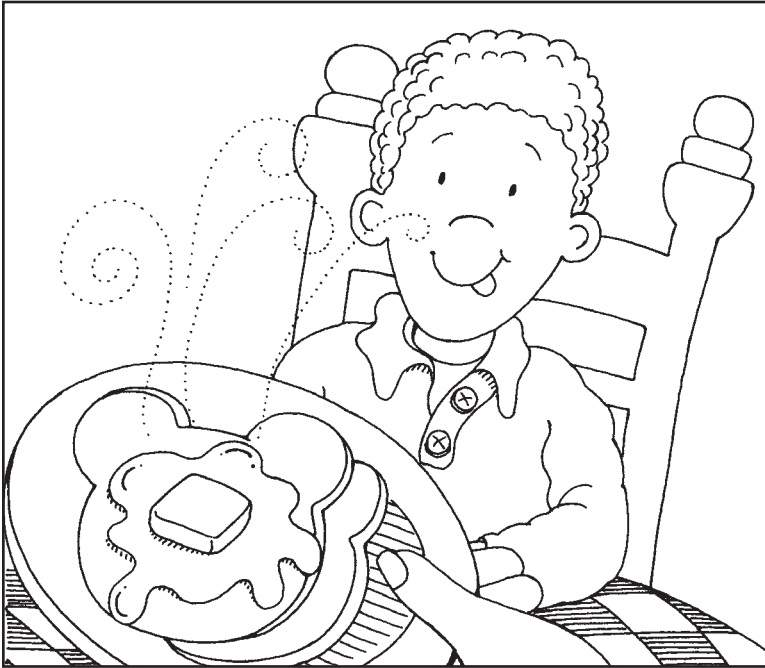


**Multi
Level
I M Q**

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Arthur's Bad-News Day



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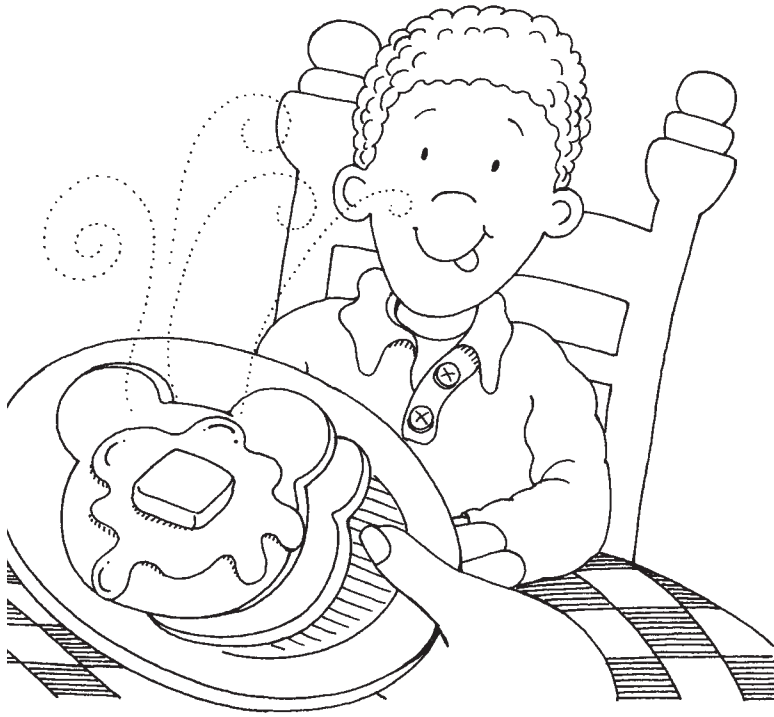
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Hey, sit down, and I'll tell you a bad-news story. My name is Arthur Hankins. The first eight years of my life were nearly perfect—until my parents told me some terrible news.

But before I tell you the bad news, let me tell you about a typical perfect day. Every morning my mom wakes me up by tickling the bottoms of my feet. It makes me laugh and giggle, and starts my day on a happy note.





And my day only gets better. When I go downstairs, the unmistakable smell of hot maple syrup reaches my nose, making my mouth water. For breakfast, Dad makes these really wacky—and delicious—Mickey Mouse-shaped pancakes.



During the drive to school, Mom, Dad, and I sing along really loudly to my favorite music. And my day gets even better! After school, Dad and I kick and toss the ball around until it's time for dinner.



I usually help Mom and Dad prepare dinner. Then we eat and tell each other stories about our day. Mom never forgets about my favorite dessert—a gigantic chocolate chip cookie with milk. I have this special glass I got when we visited Disneyland. It reminds me of the most incredible vacation ever!

Well, it's about time I tell you about the bad news. It's awful. My life will never be the same. A few months ago, my parents told me that soon I'm going to have a little sister. Ugh!





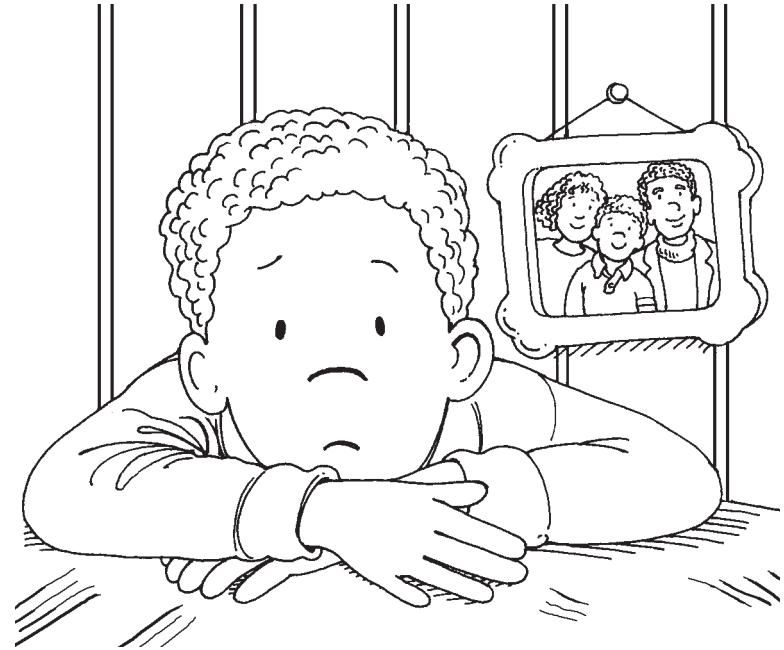
Now can you see why I'm so upset? This is going to ruin everything! For eight years, I have been the focus of all the attention. I haven't had to share my parents with anybody.

One more person will make our house overcrowded, and I know I'm not going to like it. My friend Jeff got a baby sister last year. His dad and mom never have time to play with him anymore. They are always busy changing the baby's stinky diapers! Yuck!





I haven't even told you the most terrible part of the story. I will have to share my bedroom with the baby. No more peace and quiet. My baby sister better not even think about using my personal Disneyland glass. No way.



I told Mom that I don't want a baby sister. I said that I'm happy with the way things are. But all that didn't seem to matter. Today, Mom and Dad are coming home from the hospital with my new sister. I think I'll just tell them to return her. I don't want to share my mom and dad, to say nothing of sharing my room.



Well, here they are. Dad is carrying a bundle of ridiculous pink blankets. Is the baby inside there? Could she be so tiny? Okay, now Grandma is rushing outside. She hugs Mom and then wriggles her head inside the pink blankets.



Grandma tells Dad that the baby is gorgeous. I'm not going out there. I'm going to sit right here. Suddenly, Mom is hugging me in a tight embrace. Before I know it, Dad is putting the baby in my lap.



And then the most amazing thing happens. My baby sister reaches out and grabs my finger, and she won't let go! I think she realizes that I'm her big brother, and she likes me already.



Hey, maybe having a little sister won't be so bad. She is kind of cute. I've decided that we should keep her. Besides, I think Mom and Dad have enough love to share with both me and my sister.

Name _____

INSTRUCTIONS: Before reading the book, fill in the first column with your prediction. During reading, stop to write your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

What I predict will happen	Changes in my prediction	What actually happened

Name _____

INSTRUCTIONS: Write the causes in the left-hand boxes and their effects in the right-hand boxes.

Causes	Effects

Name _____

INSTRUCTIONS: Have students read each sentence and decide whether it is declarative (telling) or interrogative (asking). Have them place either a period or a question mark to end each sentence correctly. Have them circle the question word for each sentence they end with a question mark. Then have students change each declarative sentence to an interrogative sentence.

1. What kind of news did Arthur receive
2. There will be some more noise in Arthur's house now
3. Arthur's sister grabbed his finger
4. Which of Arthur's friends got a new sister
5. Who lives in Arthur's home with him

Write the sentence below as a question:

Arthur likes to eat pancakes.

Art Around Us

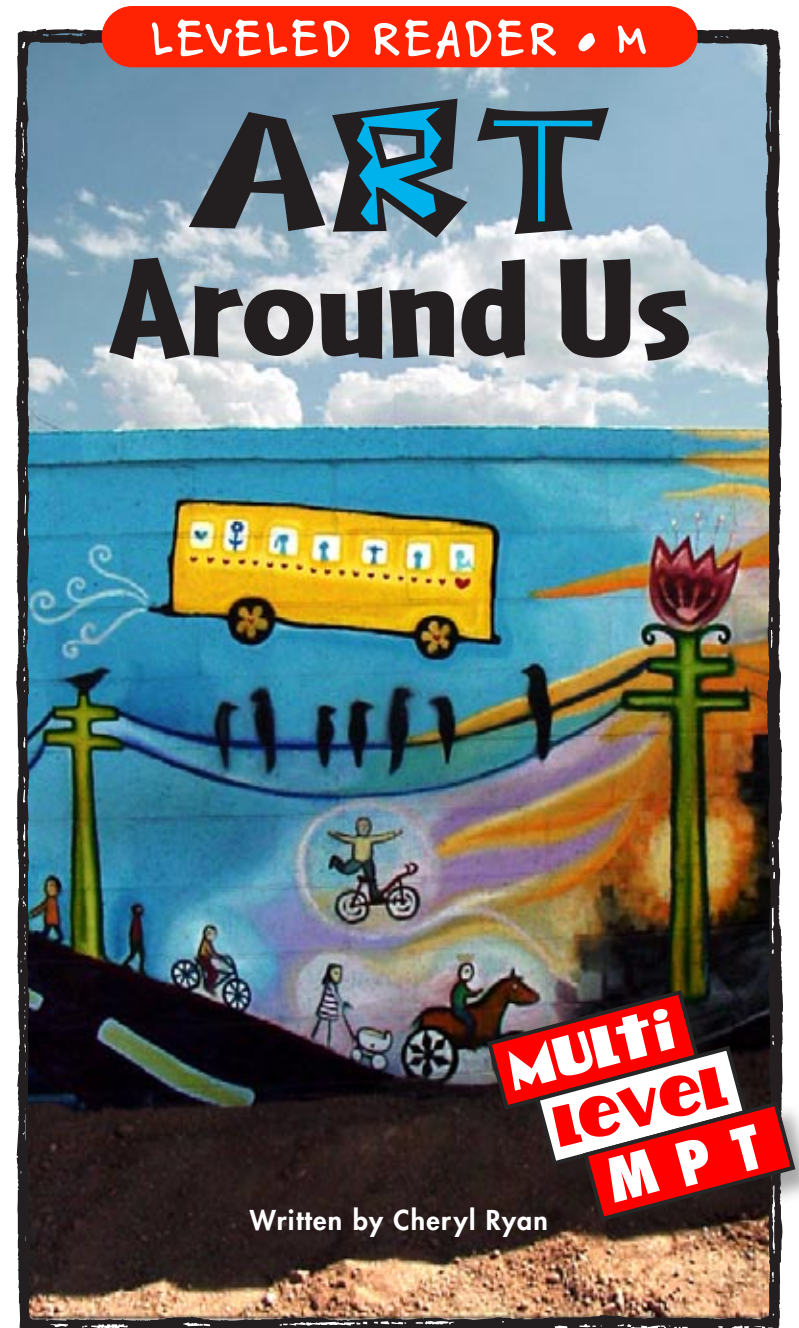
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ART Around Us



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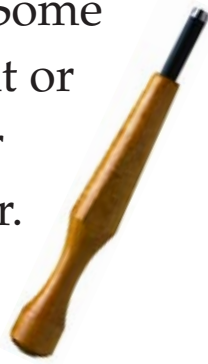
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Introduction

Art is all around us. Art is in every shape, size, and color. Artists can make art from anything. Some artists make art with paint or paper. Others use glass or clay. Some use a computer. Others make art out of plants or sand.



Alfred Quiroz painted this picture of himself. It is a self-portrait.

Painter

Some artists are painters. Most painters use a brush. Others like to splash or spray paint. Some like to drip paint instead. It's all painting.



Mural on a wall

Painters paint on many surfaces. Most paint on canvas. Some paint on dishes or furniture. Have you seen a painted **mural**? A mural is big. It's painted right on a wall.

Sculptor

Sculptors carve shapes with sharp tools. They might carve wood, stone, or ice. Other artists make **soft sculpture**. Soft sculptures are shapes made from fabric and yarn.



Wood sculptor



Metal statue made of bronze

Some sculptors shape metal. They pour hot metal into a mold and let it cool. When they take the sculpture out, it's shaped like the mold.

Potter

Potters make art with clay. They use their hands to shape the clay. Potters push on the clay. They pinch it. They pull it. They make it into the shape they want.



Forming clay pottery



Baking clay pottery

The clay shape is baked in a very hot oven. The heat bakes the clay until it's dry. Baked clay is called **ceramic**. Potters use a special ceramic paint called a **glaze**. The glaze makes the ceramic shiny.

Glassblower

Melted glass is soft, like very thick glue. A glassblower scoops up a blob of hot, soft glass with the end of a long metal pipe. The pipe is hollow, like a straw. The artist blows air through the pipe into the blob of glass. The air makes a bubble in the glass. Then the glassblower can shape the bubble. He or she can make it wide, like a bowl, or make it flat, like a plate.



A glassblower shapes a ball of glass.



Hot glass is soft and can be shaped in many ways.



A glass sculpture

Glassblowers work very quickly. While the glass is soft, they can change it. They can add dots or color. They can add a handle. But they have to be careful. When glass cools, it gets hard, and it can break easily.

Fiber Artist

Art can be made with thread, yarn, and pieces of fabric. It's called fiber art. Some fiber artists sew. Some make a quilt for a bed.

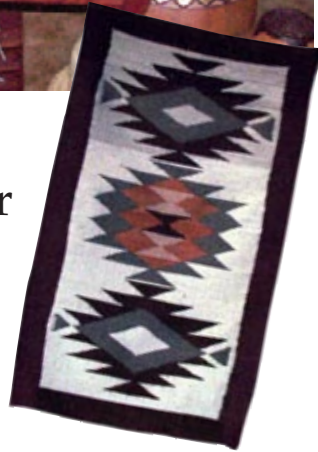


Patterned quilts and dolls are popular forms of fiber art.



Weaving loom

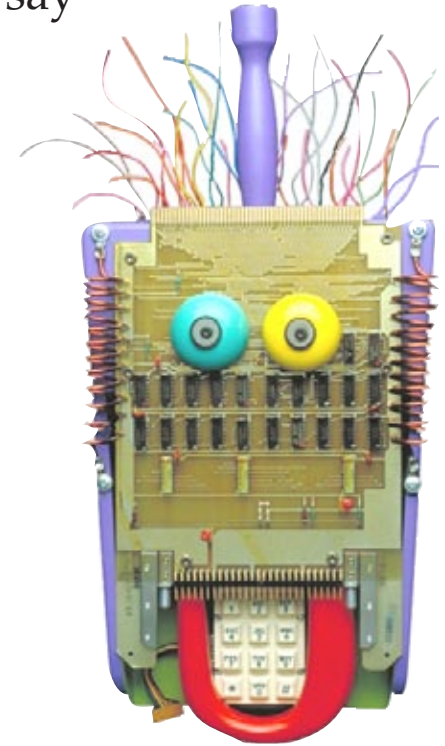
Weavers are also fiber artists. Weavers loop yarns together to make art. They use a machine called a **loom**. The loom helps them put the yarns in the right place. Weavers can make beautiful rugs or blankets. They can weave a soft sculpture to hang on a wall.



Unusual Art

Some art just looks different to us. It isn't a painting. It isn't a glass bowl. It's hard to say what it is. Artists make it from things they found. Maybe they use pieces of wood and old junk. They might use parts of old toys, too. Some artists make big sculptures with sand.

They get to work at the beach all day!



An artist made this funny face using a wooden cutting board, a circuit board, telephone bells, a telephone keypad, industrial springs, and wire.



Many sand castles are true works of art.

Many artists like to work outside. They make art in a park or a garden. They use tree branches, rocks, and plants to make a design. People can come to the park to see it.

An art **installation** is big. It can be a whole room that is a work of art. Sometimes, you can walk around inside it. The artist fills the room with things to look at, touch, and hear. The room might have flashing lights or big video screens. You might hear music or strange sounds. You might smell flowers or popcorn.



An installation uses a whole room to make art.



An ancient cave drawing



A Pueblo pot

Where Art Is Found

Simple drawings are the oldest art in the world. Some very old drawings are on the walls of caves. Other old drawings were scratched into rocks. The drawings tell stories about something that had happened long ago. Art is also found in the ruins of very old cities. Scientists sometimes find old pottery designs. Some ruins have old murals painted on the walls.

Art is everywhere. Explore your town to find types of art. Visit an art museum. You will see many types of painting and sculpture. Go to an art gallery or an art fair. Artists want you to see and enjoy what they make.



(top) Art museum
(bottom) Public art
comes in many shapes
and sizes.





(top) A mural of a lighthouse creates an interesting illusion.
(bottom) Elephant sculptures add fun to a park.

Look for art around you. You can look for art when you are riding in a car. You might see a sculpture in a park. You might see a big mural on a wall.

You can make your own art. Draw on a sidewalk with chalk. Make a sculpture with clay, snow, or sand. Glue pieces of seashells, glass, and wood on a picture frame. It's all art!



You can tell a story with art. It can help you say how you feel. Art can be interesting or funny. It can be something that you just like to look at.

Look for art. You'll find it all around you!



Glossary

ceramic (<i>n.</i>)	baked, dried clay that keeps its shape (p. 11)
glaze (<i>n.</i>)	a special paint used on ceramic clay art (p. 11)
installation (<i>n.</i>)	a room or building made into a large work of art (p. 18)
loom (<i>n.</i>)	a machine that loops yarn into strips of fabric (p. 15)
mural (<i>n.</i>)	a big painting painted onto a wall or building (p. 7)
soft sculpture (<i>adj.</i>)	sculpture shape made with fabric or other soft materials (p. 8)
weavers (<i>n.</i>)	artists who make fabric out of yarn or thread, often by using a loom (p. 15)

Name _____

INSTRUCTIONS: On the blank after each statement, write an "O" if the statement is an opinion.
Write an "F" if it is a fact.

1. Some painters create murals on walls.

2. That mural on the wall is very beautiful.

3. Pottery wheels are fun to operate!

4. When glass is hot and gooey, artists add color.

5. Weavers loop colored yarn on a loom.

6. Quilters are not really artists.

7. Sand castles are considered works of art.

8. That sculpture of a cow is ugly.

9. Art is everywhere.

10. The hardest-working artists are sculptors.

Name _____

INSTRUCTIONS: Write each verb in the present tense.

Past Tense

Present Tense

1. decorated

2. created

3. illustrated

4. displayed

5. painted

6. invented

Name _____

INSTRUCTIONS: Choose a word from the word bank to write an antonym for each word.

Word Bank

dry
slippery

dark
original

thick
separate

1. sticky

2. thin

3. light

4. join

5. copy

6. wet

Dogs at Work

A Reading A-Z Level M Leveled Reader

Word Count: 513



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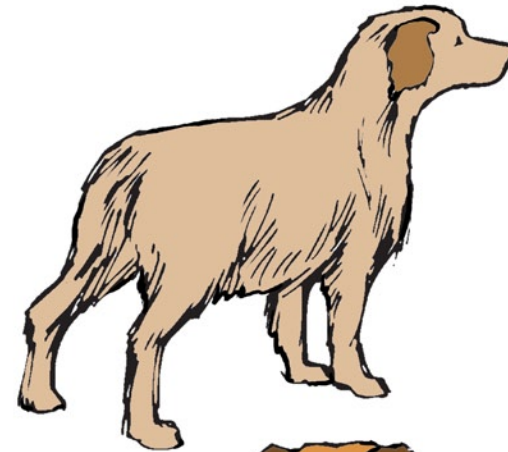
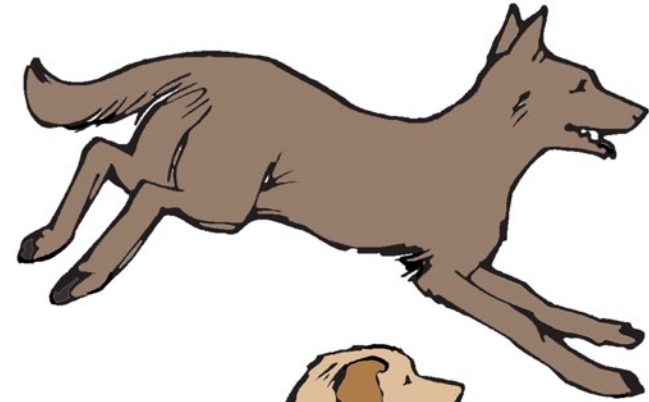
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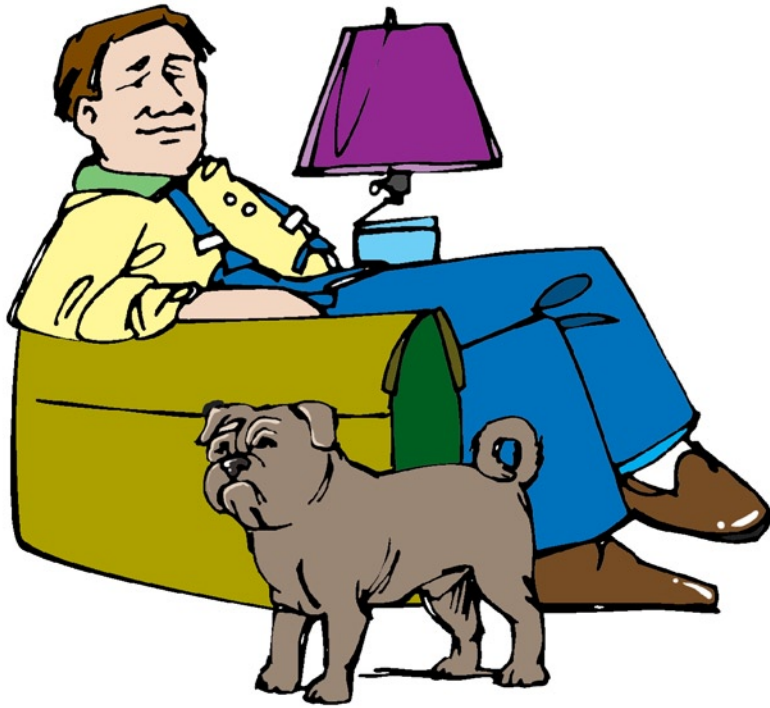
Introduction

Dogs are smart, and they learn fast. Their natural senses of hearing, sight, and smell help them understand a problem quickly. Some special dogs are trained to do work that helps people.



Hearing Dog

Many people can't hear sounds. They won't hear an alarm clock, a doorbell, or a person yelling. A hearing dog warns a person of a sound.



Therapy Dog

Therapy dogs are very friendly. They visit people who feel sick, sad, or lonely. They are quiet and gentle, and they help people to feel better.



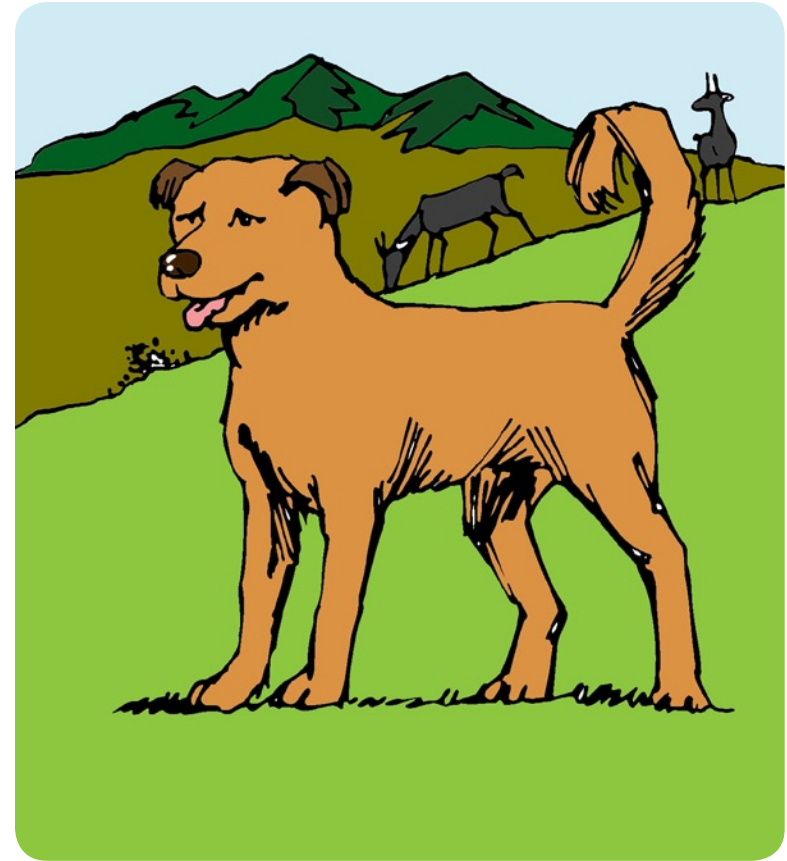
Guide Dog

A guide dog is trained to help a person who can't see. It lives with the person, and helps him or her get to places safely.



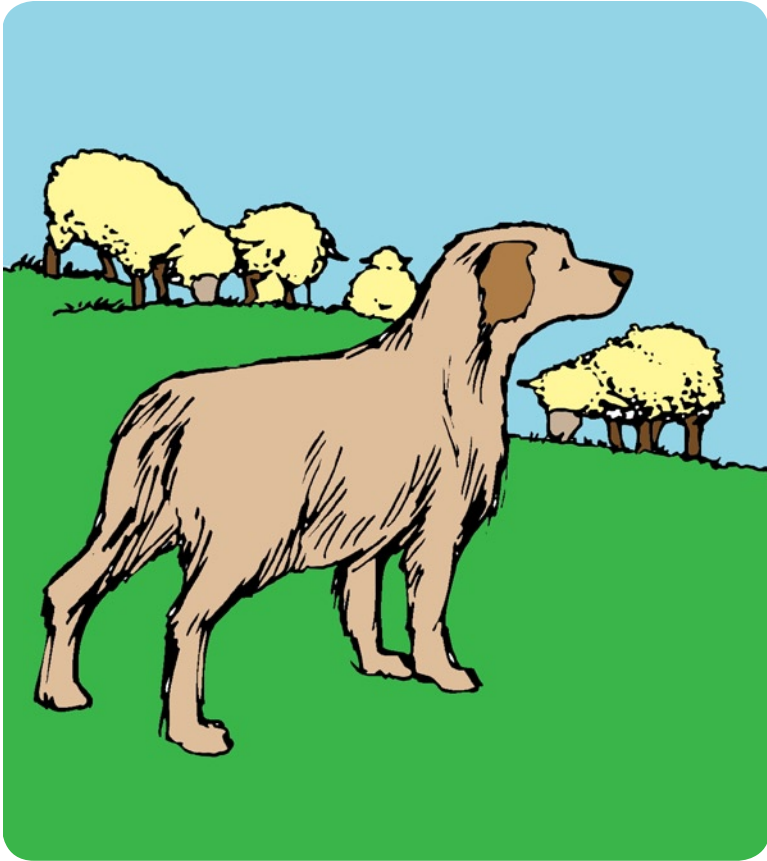
Assistance Dog

An assistance dog helps a person who is ill or hurt and can't move easily. It can pick up things, open doors, or push a box.



Ranch Guard Dog

Sheep, cattle, and goats live in big, open fields. A guard dog lives with the herd. It protects the herd from wild animals that hunt them.



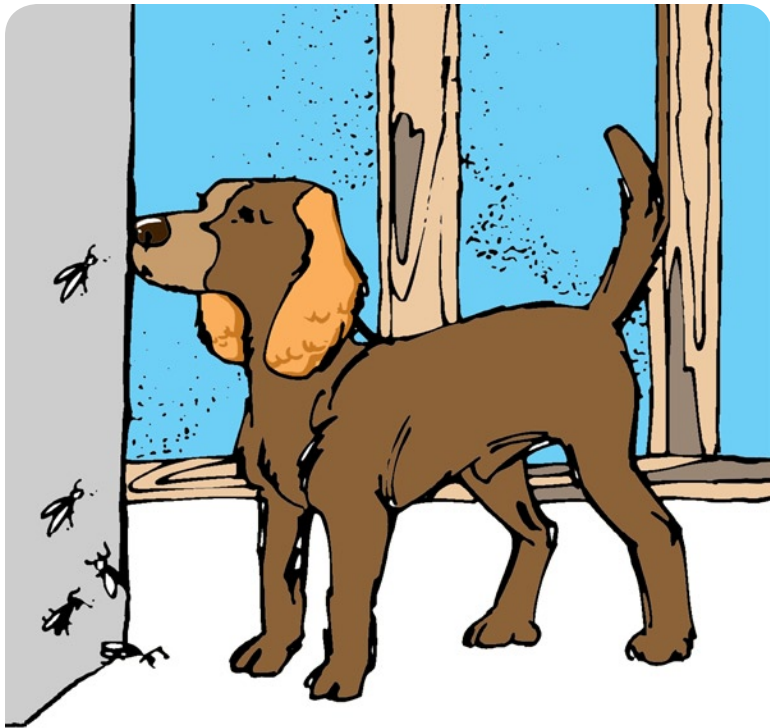
Herding Dog

Sometimes sheep get lost from the rest of the herd. A herding dog finds them for the farmer and brings them all back together.



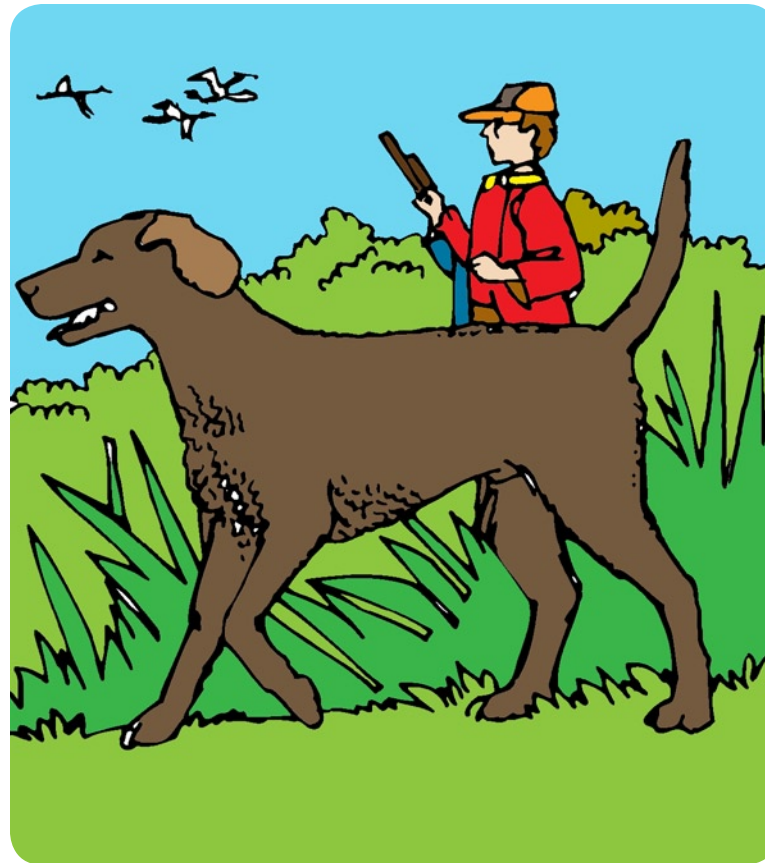
Search Dog

A person can get lost in the woods. Or someone can be trapped in a building that falls down. A search dog finds the person and tells the rescue team.



Insect Dog

Some insects eat wood and damage buildings. Special insect dogs can smell them. Then people can clean out the insects and fix the buildings.



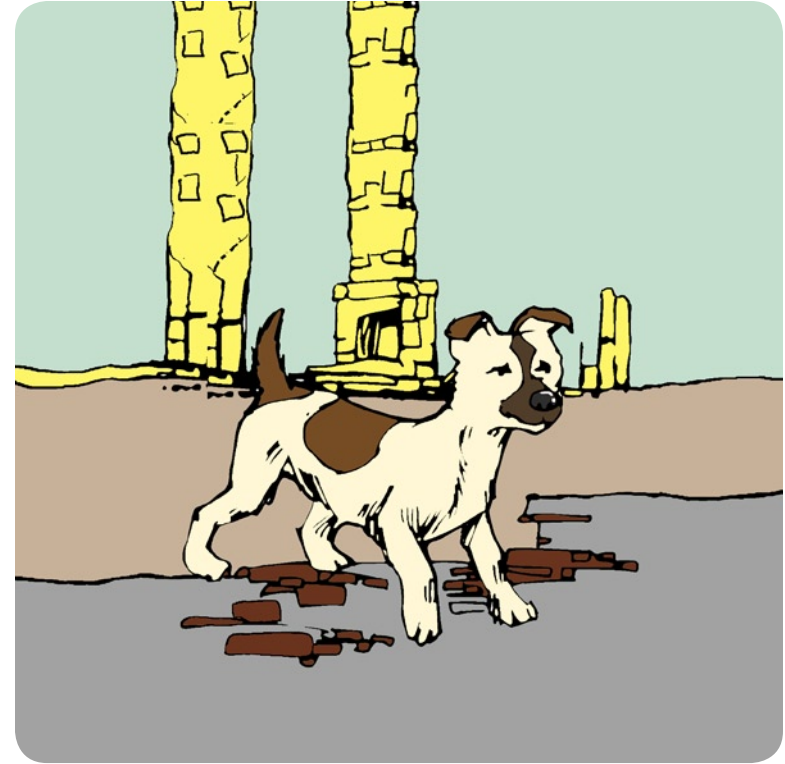
Hunting Dog

These dogs are good at finding wild game birds for a hunter. They point to a bird's hiding place or make it fly so the hunter sees it.



Police Dog

A police dog helps to chase and catch criminals. It sniffs to find out where they are hiding. It will attack someone who tries to hurt a police officer.



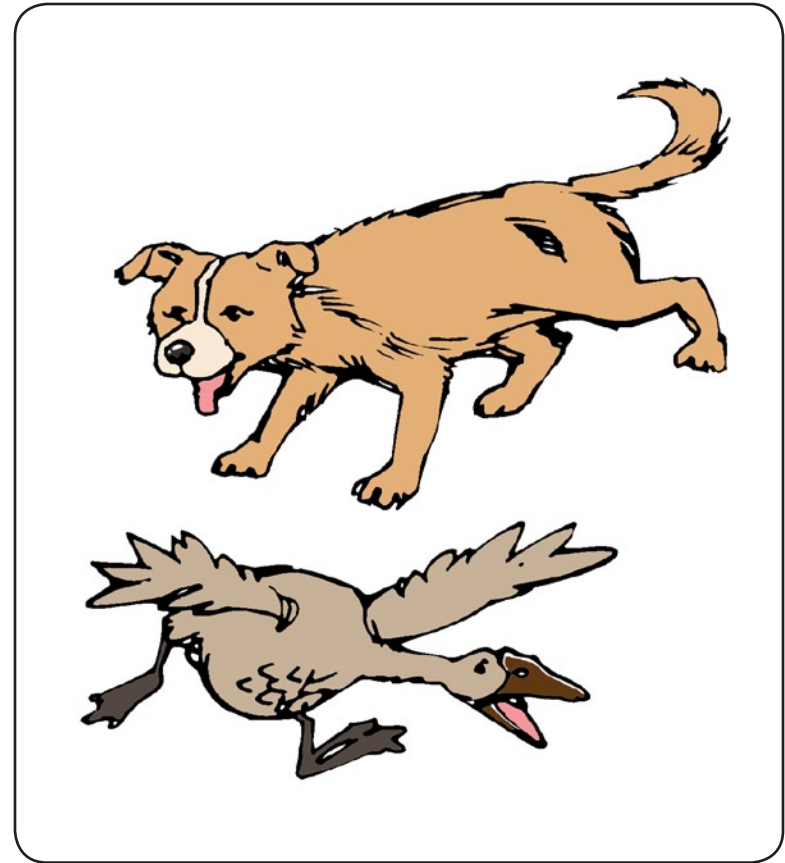
Fire Dog

After a bad fire, most of a building is ruined. It can be hard to know if the fire was an accident. Did someone start the fire? A fire dog sniffs for clues to learn the truth.



Lifeguard Dog

Lifeguard dogs help to watch people while they swim. These dogs are very strong swimmers. They will jump in and pull out a person in danger of drowning.



Goose Dog

Sometimes, large flocks of geese live near airports. A goose dog chases geese away from the areas where airplanes take off and land.



Drug Dog

Special dogs are trained to sniff for drugs. They sniff in airports. They sniff packages in the post office. They know all the hiding places to check.



Seizure Warning Dog

A person who gets seizure attacks can be surprised by one. If the person is driving or swimming, he or she could be hurt. The special warning dog senses that a seizure is coming and warns the person.



Baseball Dog

Some baseball parks are built near water. When a ball is hit over the stadium wall, it falls in the water. A baseball dog jumps in and brings it back!



Conclusion

Dogs do work that helps people. They can help a doctor or a farmer. A dog can also be a babysitter, or a TV star or pull a sled in the snow. A dog's best job is to be a friend!

Name _____

INSTRUCTIONS: Write a different main idea in each left-hand boxes below, using the section titles to help you. Then, in the right-hand boxes, list at least three details from that section. You may use your book to help you find the best answers.

Title	
Topic	
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

Name _____

INSTRUCTIONS: Write the correct *r-controlled* word in each blank. Choose the words from the word bank.

smart

alarm

hard

farmer

lifeguards

warn

park

large

1. Dogs are _____, and they learn fast.
2. A person who can't hear won't hear an _____.
3. A guide dog is trained to _____ its person about steps.
4. Sometimes, it is _____ for fire fighters to discover the truth about a fire, so they use a trained dog to help.
5. A _____ uses a dog to help with sheep.
6. Dogs that are strong swimmers can work as _____.
7. The dog at the baseball _____ brings the balls back to the field.
8. Some dogs chase away _____, messy geese.

Name _____

INSTRUCTIONS: Change each singular word to plural by adding -s or -es and write the new word on the line provided.

1. box

2. dog

3. wish

4. hand

5. match

6. boss

7. inch

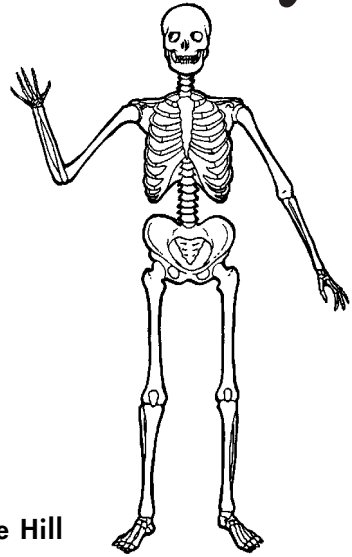
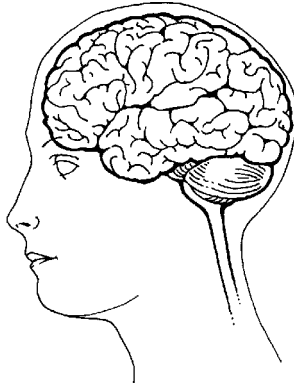
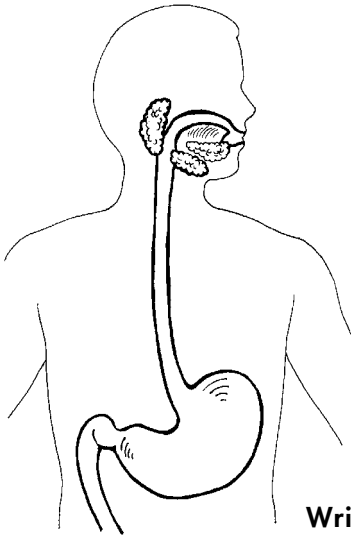
8. marker

9. quiz

10. glass

LEVELED READER • M

Inside Your Body

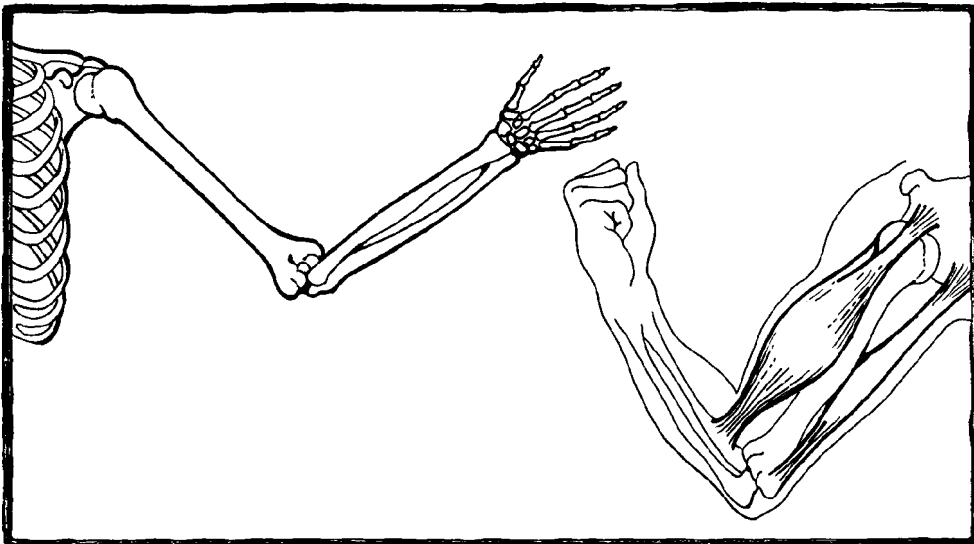


Written by Kira Freed • Illustrated by Cende Hill

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Inside Your Body

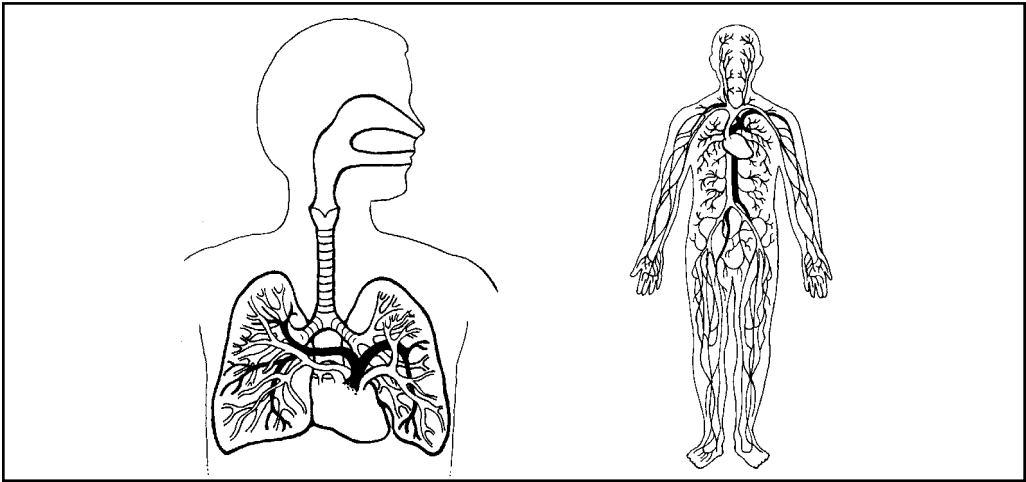
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24	DRA
19	Reading Recovery
1	Fountas & Pinnell

LEVEL M
Correlation

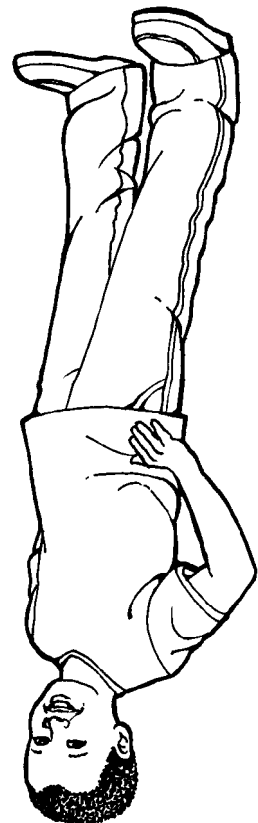
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Level M Leveled Reader
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Circulatory System.....	11
Digestive System.....	12
Reproductive System.....	14
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Introduction

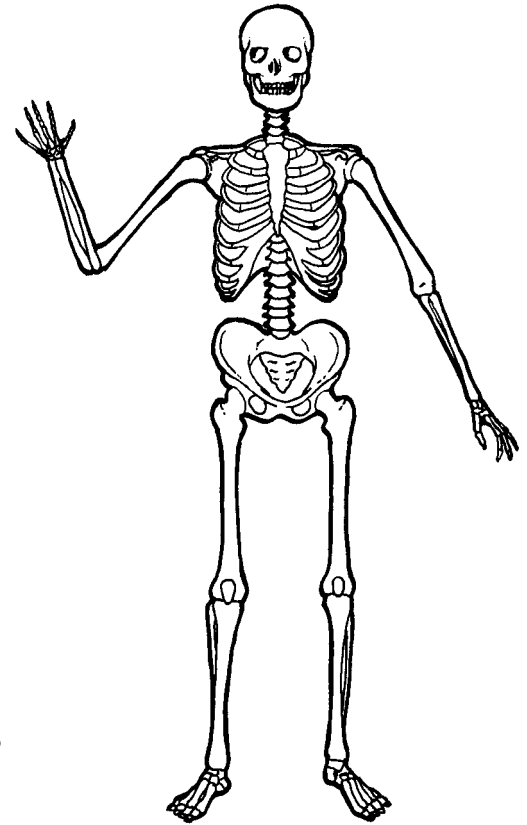
The human body is an amazing machine. It has many parts that form systems. The systems work together to keep you alive and healthy. Let's look at some of your body's systems.



Skeletal System

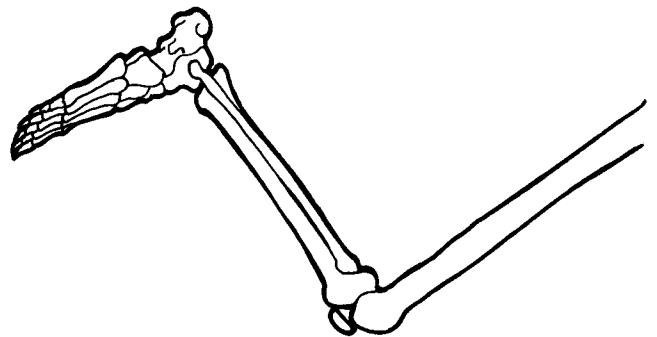
There are 206 bones in your body that make up your skeleton. Your bones give your body shape and strength. They also protect your inner organs.

Most of the bones in your body are linked together at joints. There are different kinds of joints. Different joints let body parts move in different ways.

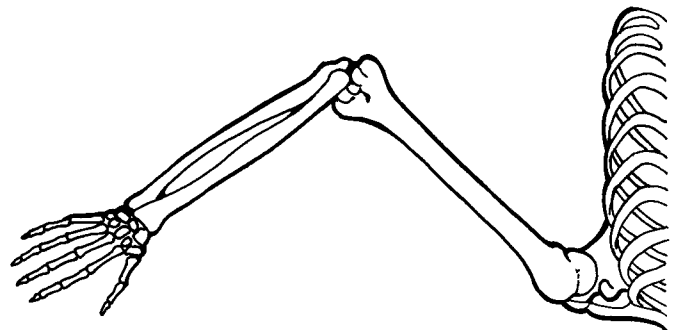


5

The joint that joins your arm and shoulder lets your arm rotate. The joints at your elbows and knees let your lower arms and legs move up and down. If it were not for moving joints, you could not walk, run, and swim.

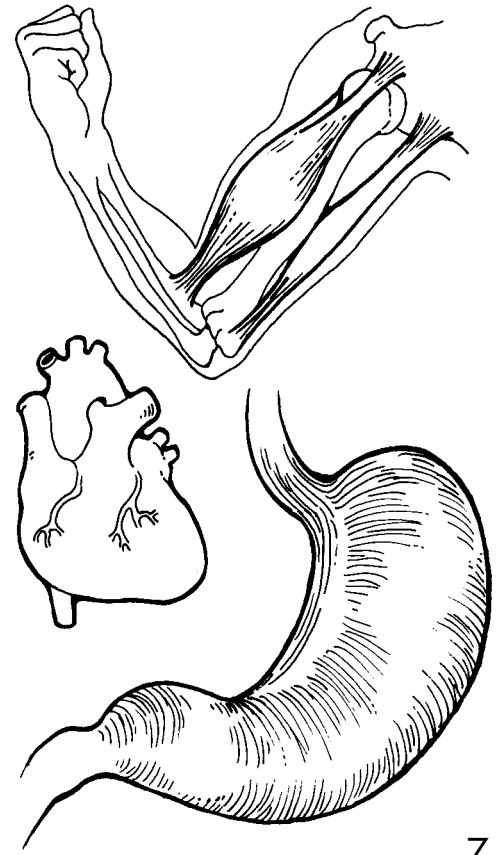


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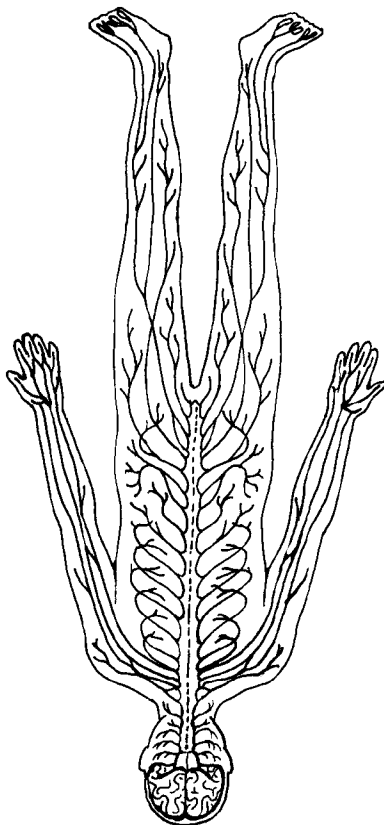


Muscular System

Muscles control the movement of your body. There are three kinds of muscles. **Skeletal muscle** is the muscle that is attached to bones. It makes your arms, legs, fingers, eyes, and other body parts move. **Cardiac muscle** is the strong heart muscle. It works around the clock. **Smooth muscle** is found in your skin, stomach, and other organs.



7



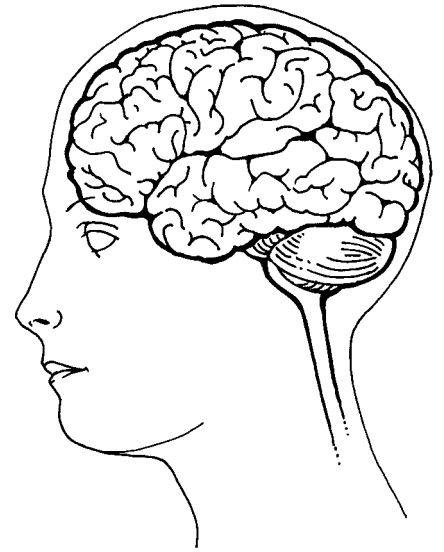
Your brain and thousands of miles of nerve fibers form your body's communication system. The brain is the control center. It receives information from your sense organs—eyes, nose, ears, tongue, and skin. The brain tells muscles what to do. If your fingers touch something hot, a signal goes to the brain. It then sends a signal to tell your hand to move away.

8

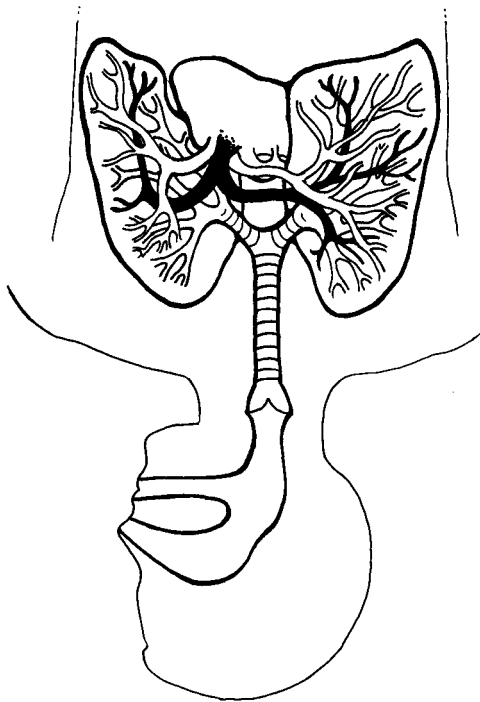
Nervous System

The brain controls many functions of your body without your thinking about them. You breathe, your heart beats, and you digest food without thinking. It just happens.

For other things, the brain tells muscles what to do. The brain decides what to do based on information from your sense organs. What it does depends a lot on what you have been taught. If you see the problem $2 + 2 = ?$, you know the answer because you were taught how to add.



9

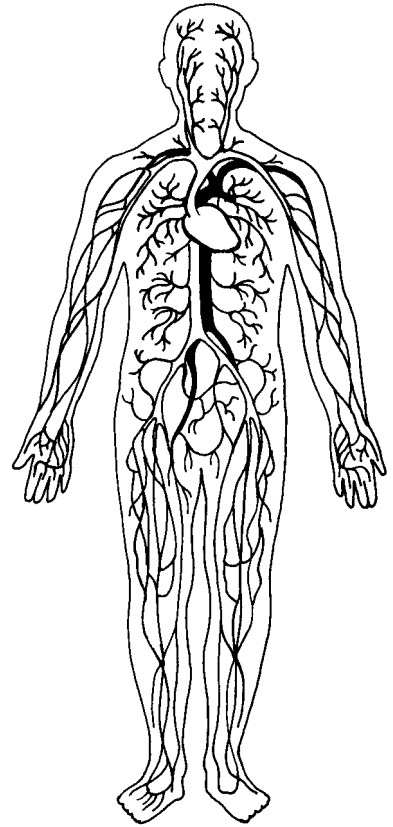


Respiratory System
This system takes care of breathing. Oxygen is part of the air that you breathe. Air enters through your nose and mouth. It travels to your lungs through your trachea, or windpipe. Once air is in your lungs, blood removes the oxygen and takes it to the cells of your body. Your lungs also remove carbon dioxide from blood. The carbon dioxide leaves your body every time you breathe out.

10

Circulatory System

The circulatory system is made up of your heart and blood vessels. Your heart pumps blood through your body. It never rests. Blood delivers food and oxygen to every cell in your body. It also picks up waste products from cells and takes them to the lungs and kidneys. The waste then leaves your body.

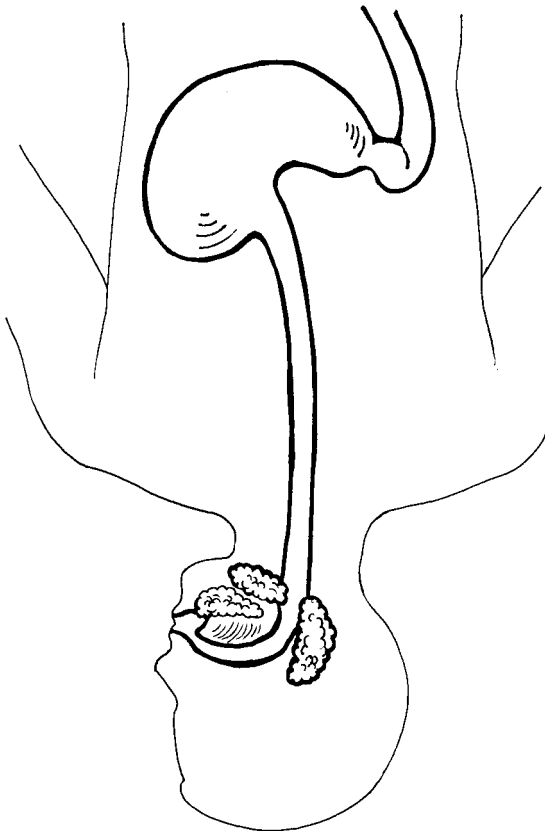


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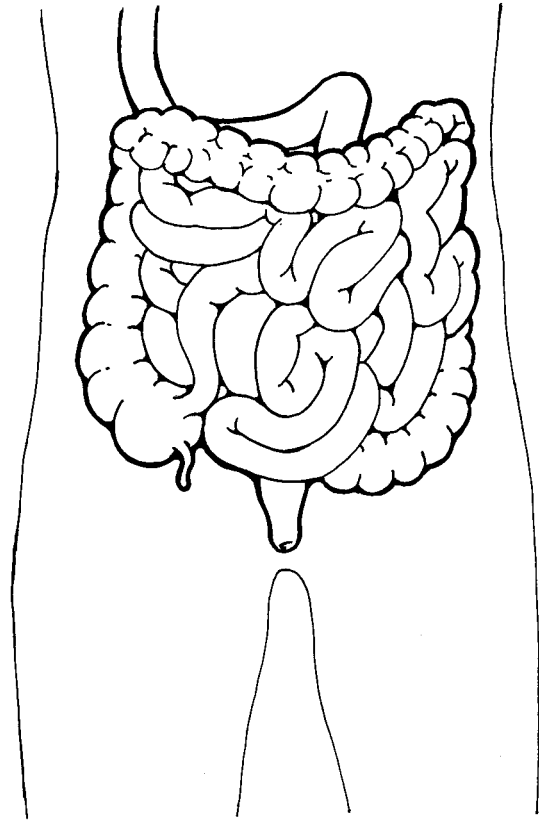
Digestive System

Digestion breaks down the food you eat. Food must be broken into very tiny particles so that it can be carried by the blood to cells. When food enters your mouth, it mixes with saliva, or spit. Saliva begins digesting the food. When you swallow, food travels down a long tube to your stomach, where it mixes with other chemicals that digest it more.

12



Then the food enters your small intestine. Here, more chemicals mix with the food. Blood moving through the walls of the small intestine carries away the digested food. Food that is not digested continues on to your large intestine. It is then removed as waste.



13

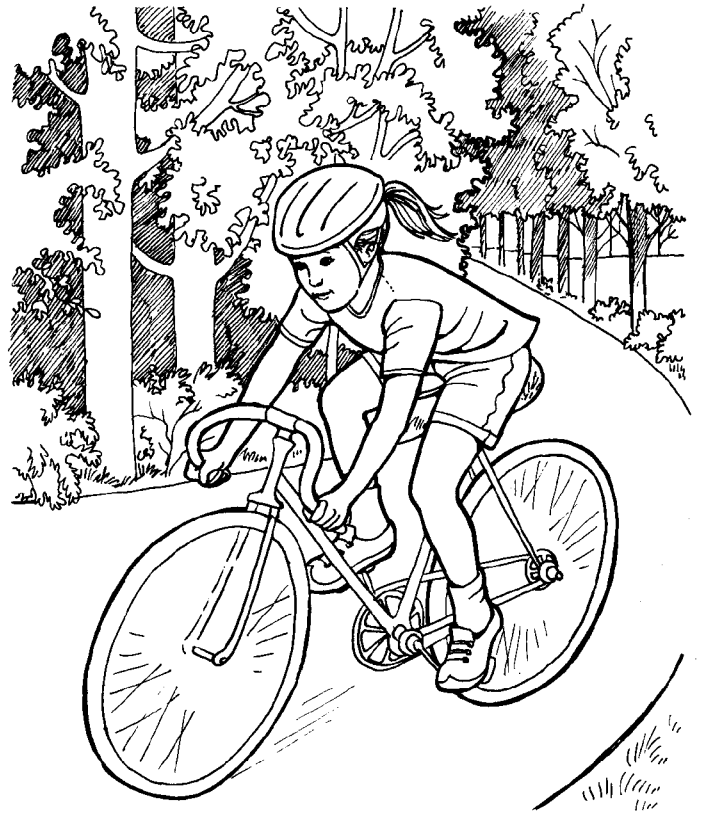
Reproductive System
Humans must reproduce in order to survive. Special organs and glands in the reproductive system allow humans to make new human beings.

14



Conclusion

This is a look at some important systems in your body. Many other parts also help you stay strong and healthy. You can help your body do its job by eating well and getting exercise. You can also help by avoiding stress and unsafe situations.



15

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Name _____

INSTRUCTIONS: Read the following pages and find two important facts about the various systems of the body.



Pages	Facts
5-6	1. _____ 2. _____
7	1. _____ 2. _____
8-9	1. _____ 2. _____
10	1. _____ 2. _____
11	1. _____ 2. _____
12-13	1. _____ 2. _____
14	1. _____ 2. _____

Reading a-z

2 syllable words

3 syllable words

4 syllable words

SKILL: IDENTIFYING SYLLABLES

The Sleeping Dog

A Reading A-Z Level M Leveled Reader

Word Count: 697



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The Sleeping Dog



An Ituri Folktale Retold by Ned Jensen
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The Sleeping Dog



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The Ituri people are an African tribe who live in the tropical rainforest in the Democratic Republic of Congo.

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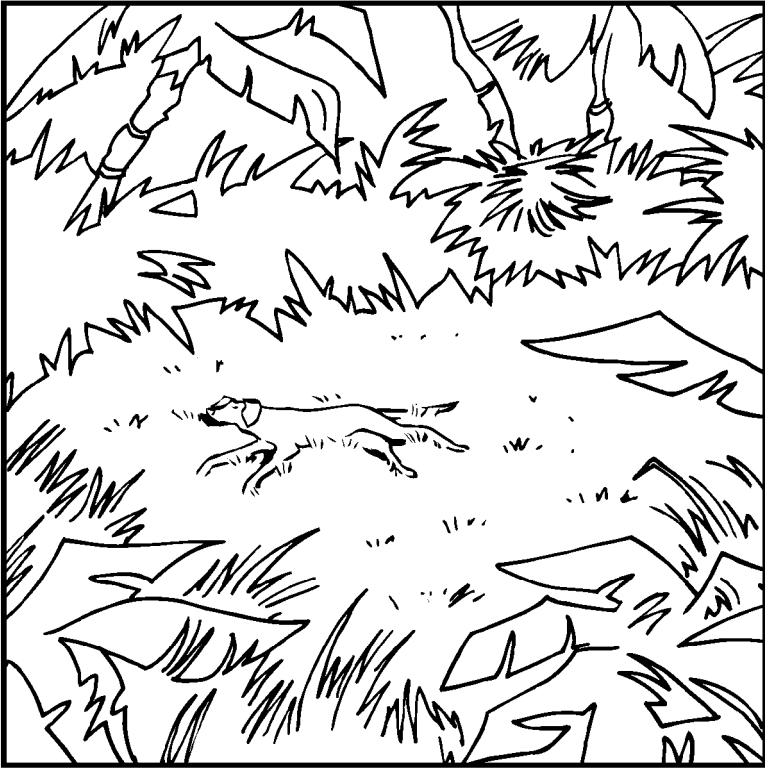
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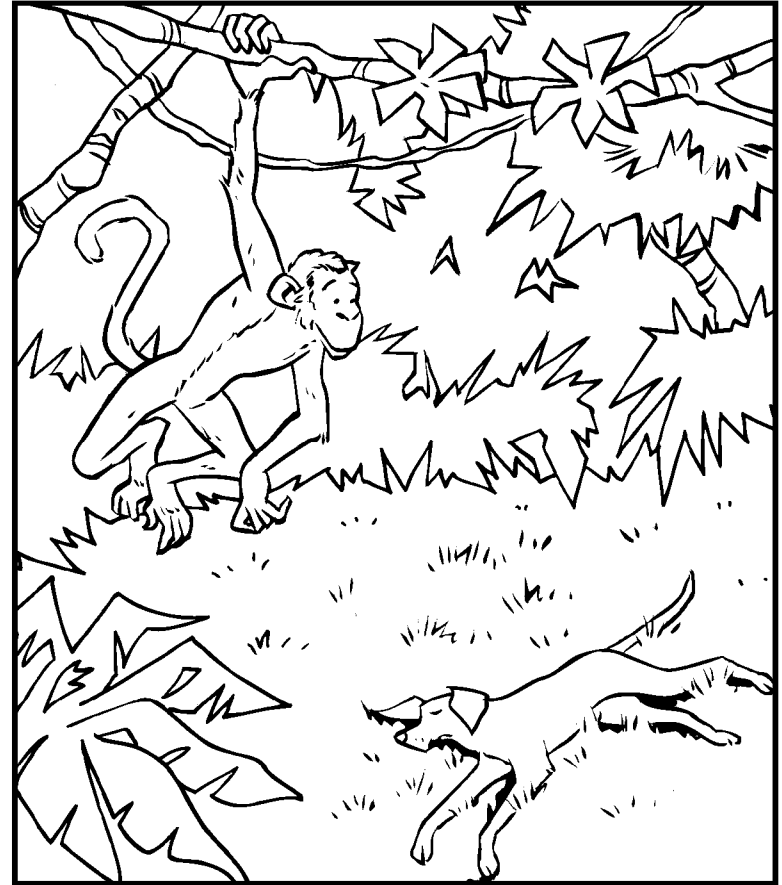
Correlation

LEVEL M

Fountas & Pinnell	L
Reading Recovery	19
DRA	24



Long ago, in the time before there were people, a dog was found sleeping in the middle of a dark forest. It was sleeping on its side with its legs spread in front of it. It was happy. It was the first dog ever to live on the Earth. Most of the time, the dog just slept.



The dog sleeping all day wasn't a problem. But it became a problem when a monkey saw it lying there. Now, the monkey was a nice enough animal, but it caused more than its share of trouble.

The monkey jumped from a tree to the ground. It looked at the dog from the front and then from the back. The monkey couldn't make head or tail of this creature. So the monkey climbed into a tree and hung upside down to see if the dog looked different from that angle. The dog looked just the same upside down.



The monkey couldn't figure out what the dog was. Remember that this was the very first dog on Earth. No one had ever seen a dog before. The monkey wanted to tell the other animals what it had found. Monkeys, as I'm sure you know, have big mouths.

Many animals came to see what the monkey had found.

“So,” the monkey began, “this is the new creature I have found. Have any of you ever seen one before?”

An elephant bent its head way down and looked at the dog. “Well,” said the elephant, curling its trunk as it spoke, “it’s not an elephant.”

“Thanks a lot,” said Monkey. “You aren’t being very helpful.”



Next in line was a gentle okapi. It took a good look at the sleeping dog. In a voice the others could barely hear, the okapi said, “Sorry, I can’t help you. It’s not an okapi, and I’m sure it isn’t a giraffe.”

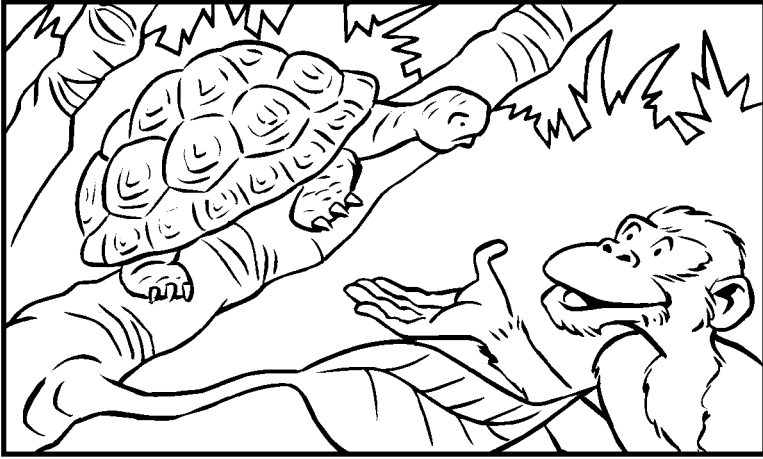




Now it was the pangolin's turn. Its body was covered with rough scales. The pangolin was very slow. If the pangolin had any thoughts about the dog, no one would hear them. The pangolin looked at the sleeping dog for a very long time. Then it rocked back and forth, settled to the ground, and fell asleep without saying a word.

The monkey asked every animal to take a turn. They each looked at the sleeping dog. Not one of them knew what it was or whose family it belonged to.



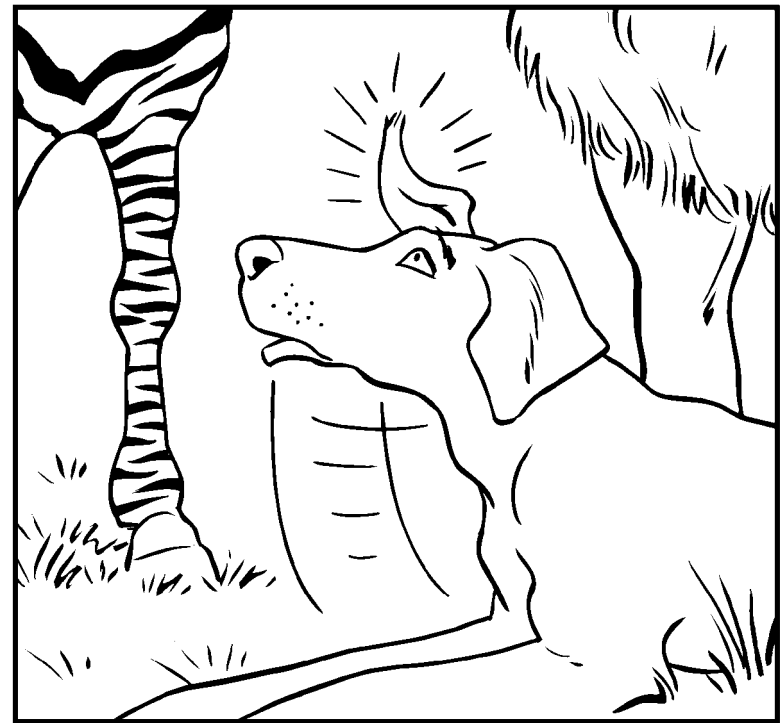


A tortoise was sitting quietly in a tree. No one was sure how it had gotten up there, but that is another story. The tortoise was very smart and was also very old. It knew what the dog was. In fact, it knew just about everything there was to know. "Have you given up?" the tortoise asked the monkey.

The monkey replied, "Yes, I think so. We cannot decide whose family this creature is from."

Tortoise replied, "You might want to call him 'Dog' unless you have a better name. If you ask me, and you didn't, 'Dog' is the perfect name."

Hearing its name spoken, the dog woke up. It was not happy to be awake. It saw all the other animals staring at it.





“Who was mean enough to wake me up?” the dog asked. It wasn’t feeling very polite. The dog bared its big, pointed teeth and growled. It barked and barked. All the animals scattered. They were afraid that the dog wanted to eat them.



The tortoise was safe in its tree, since dogs can’t climb trees. “You can’t get me. But from now on, all the animals will run from you, and you will chase them,” said the tortoise, laughing, as it tucked its head into its shell.

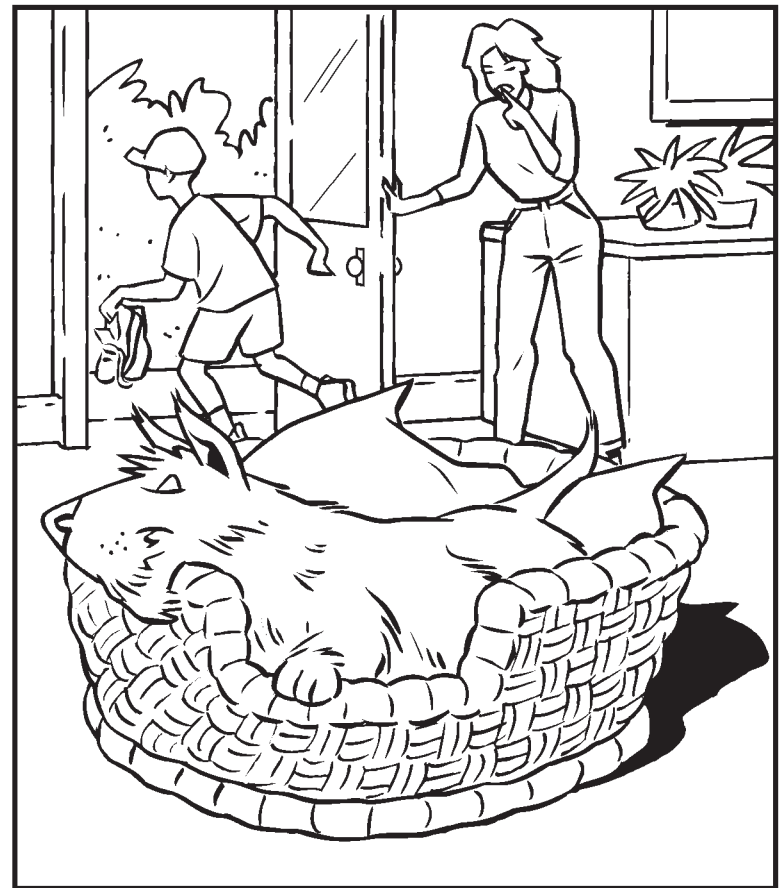
Even today, a dog will chase anything it sees, unless, of course, it is sleeping. Dogs still like to sleep, too.

That night Monkey sang a new song:

“So now we all know why
You let a sleeping dog lie.”



On that day, though, the animals had already made the mistake of waking up the sleeping dog. But a lesson was learned, and it has been passed down over time. Even today, it is best to let a sleeping dog lie.



Name _____

INSTRUCTIONS: Answer each question with a complete sentence.

1. What was the first animal that found the sleeping dog?

The monkey was the first animal that found the sleeping dog.

2. What did the first animal do when it found the sleeping dog?

3. What did the pangolin do when it tried to name the sleeping dog?

4. How many animals tried to name the sleeping dog?

5. What did the dog hear that caused it to wake up?

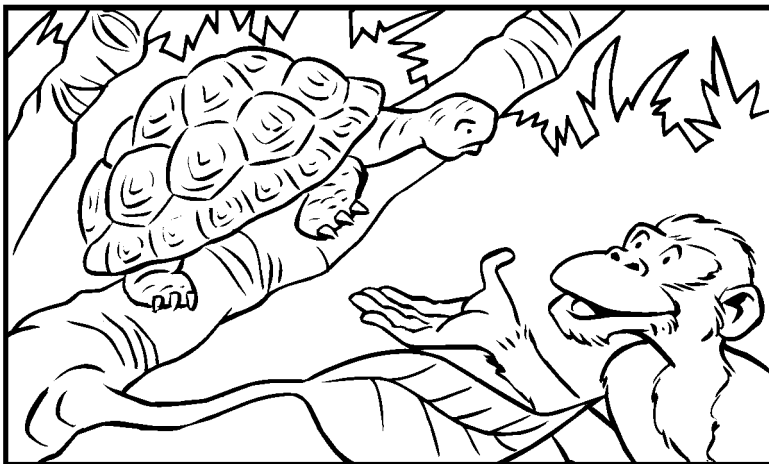
6. What did the dog do when it woke up?

7. What is the saying that this book is based on?

Name _____

INSTRUCTIONS: Write an X next to each sentence that has a character's exact words.

- ___ "What is this?" said Monkey.
- ___ The sleeping dog lay on its side.
- ___ Elephant said, "It is not an elephant."
- ___ The zebra did not know what the animal was.
- ___ "I know it is not a giraffe," said the okapi.
- ___ "No one knows what it is," said Monkey.
- ___ A tortoise is in the tree.
- ___ "Who woke me up?" asked the dog.
- ___ "This is a dog," said the tortoise.
- ___ The dog barked and growled.
- ___ The tortoise laughed.
- ___ The monkey sang, "Let sleeping dogs lie."

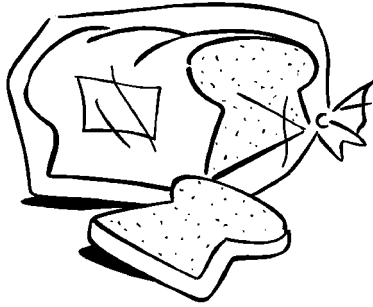


Name _____

Reading a-z

INSTRUCTIONS: Read the words and look at the pictures. Circle the word that names each picture.

bread
breed

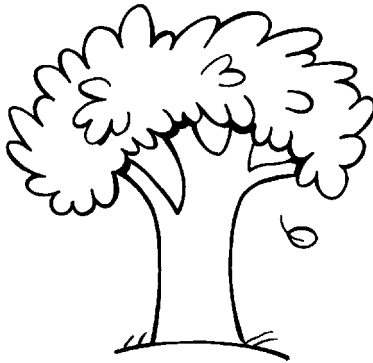


sleep
soap



THE SLEEPING DOG • LEVEL M • 3

team
tree



quack
queen



jeep
jump



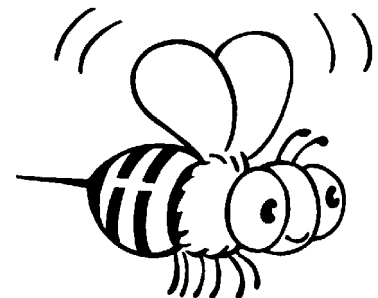
tea
test



fear
feet



bed
bee



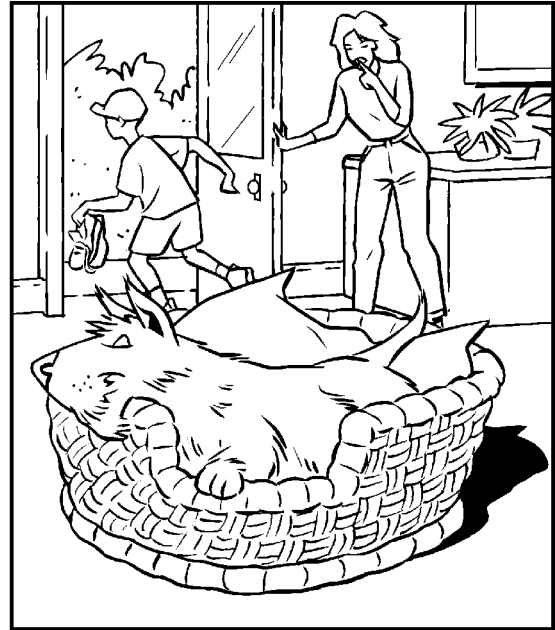
SKILL: PHONICS EE AND EA DIGRAPHS

Name _____

INSTRUCTIONS: Follow the directions below.

Synonyms are words that have the same meanings. Connect each word on the left to its synonym on the right.

sleeping	bumpy
tell	animal
found	snoozing
rough	inform
creature	discovered



For each sentence below, write a synonym for the word that is underlined.

It was happy. glad

The pangolin looked at the sleeping dog for a very long time.

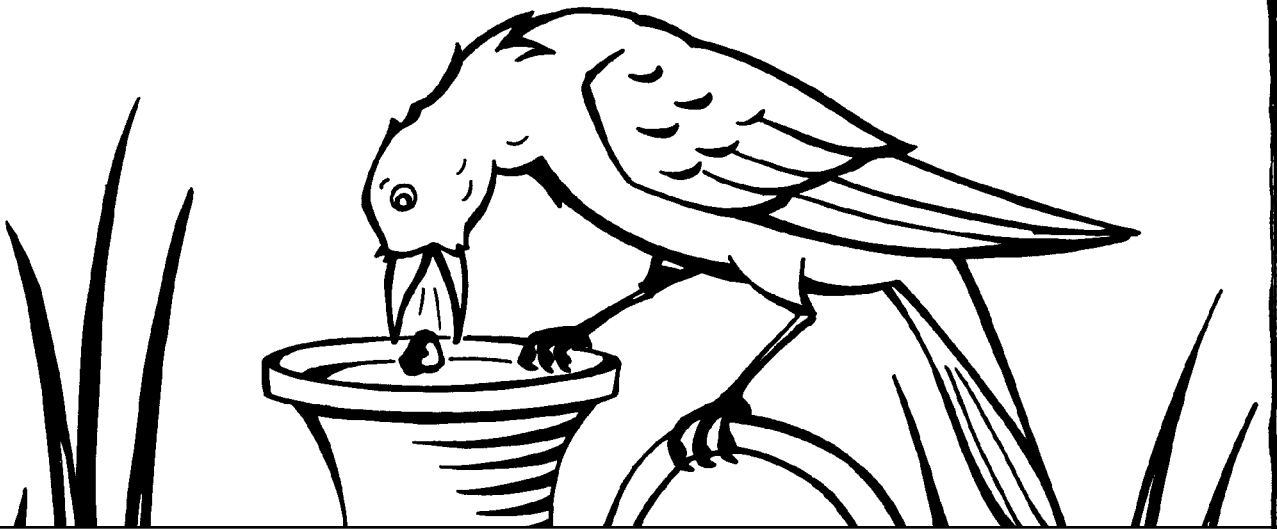
The monkey was a nice enough animal. _____

The tortoise sat quietly in a tree. _____

They were afraid of the dog. _____

LEVELED READER • M

Aesop's Fables



Retold by Julie Harding • Illustrated by Maria Voris

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Aesop's Fables

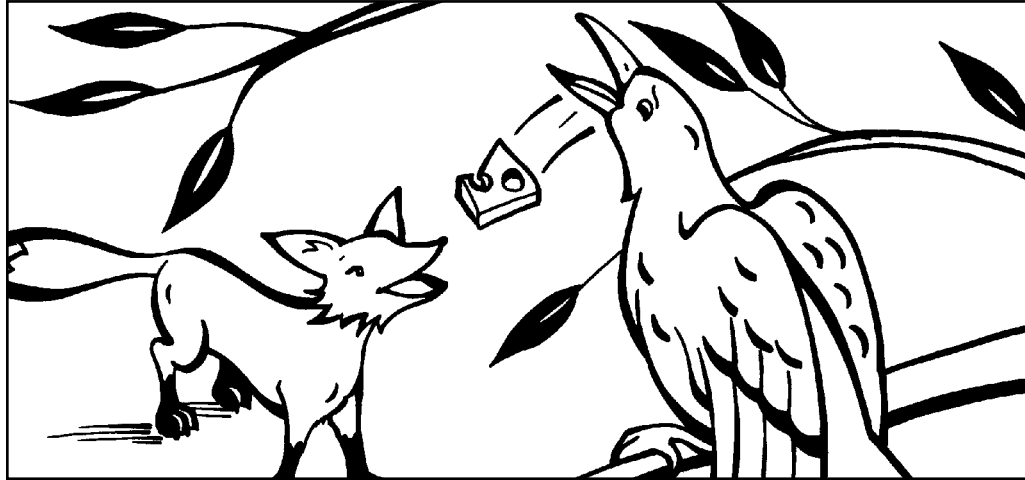
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Correlation	
LEVEL M	
Fountas & Pinnell	1
Reading Recovery	19
DRA	24

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The Wolf in Sheep's Clothing.....	14
The Dog and His Shadow	16

Moral: If you do mean things to others, they might do mean things to you in return.

The fox had the stork over to eat soup. The fox put the soup in a flat dish. The stork could not eat any soup. He could not reach it with his long beak. The fox ate all the soup, and the stork went hungry. The next day, the stork invited the fox over for dinner. The stork put some meat in a jar with a long neck. The stork ate easily because his long beak fit into the jar. The fox could not get to the meat. This time he went hungry. The fox admitted that he had been wrong.

The Fox and the Stork



5

6

The fox saw the crow fly to her favorite branch. She had a piece of cheese in her beak. The fox thought for a moment. He walked under the crow's branch and looked up at her. "You are the prettiest bird I have ever seen," said the fox. The crow looked down at the fox. "You fly so fast and gracefully. I bet you can sing, too," he said. The crow loved to hear compliments. She decided to sing for the fox. She opened her beak to sing. The cheese fell into the fox's mouth. When he was done eating, he said, "Thank you very much. That was all I really wanted."

Moral: Do not trust strangers who try to flatter you.

The Fox and the Crow



7

8

The crow had been flying all day, and he was very thirsty. He came across a pitcher that was half full of water. He could not reach the water in the pitcher to drink. His beak could not fit in the neck of the bottle. He tried tipping the pitcher, but it was too heavy. He saw that there were pebbles all over the ground. He began to drop pebbles one at a time into the pitcher. It took a very long time, but the water rose to the top. Then he drank all the water he wanted.

Moral: Doing things little by little is just as good as doing things all at once.

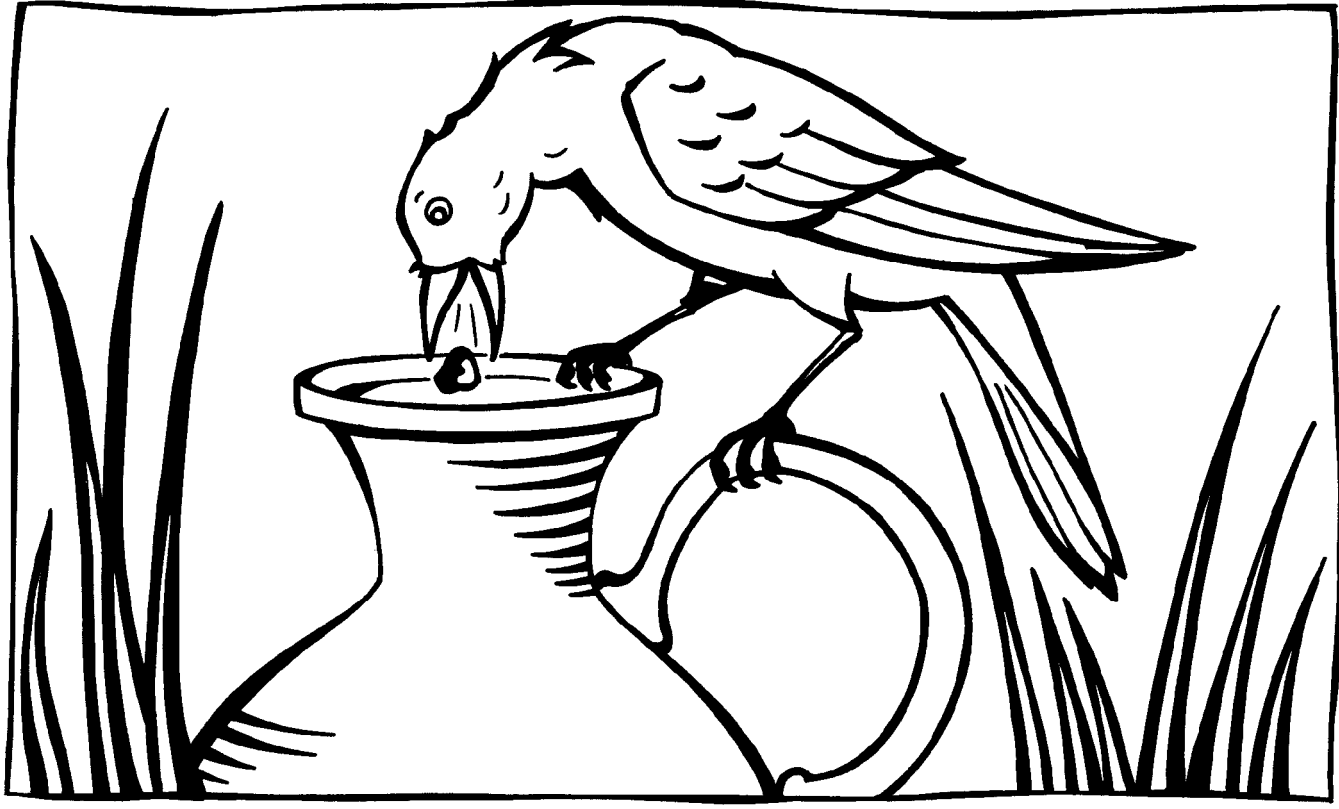
The Crow and the Pitcher

The Peacock

Peacock's strange voice made people laugh. He wished he could sing beautiful songs like the nightingale. Peacock asked the goddess of animals for a new voice. The goddess replied, "You are jealous of the nightingale, but you should not be. The feathers on your neck shine with every color of the rainbow. And your tail looks like it is covered in gems. No one has it all. The falcon is very fast. The eagle is very strong. The parrot can speak. The raven is smart. The nightingale has a pretty song. You are big and beautiful. You are special just as you are."

Moral: No one can be the best at everything. Treasure your own gifts and talents.

10



9

The Town Mouse and the Country Mouse

The poor country mouse came to visit his cousin, the rich town mouse. There were many things to do in the city. The country mouse had never seen so many other mice. The city mouse warned the country mouse that there was a cat in the house. The country mouse was scared. He decided that he would rather live in the poor, quiet country than live in fear every day. With that, the country mouse happily left for his humble home.

Moral: It is better to live simply in safety than to live in luxury and fear.

12



11



13

14

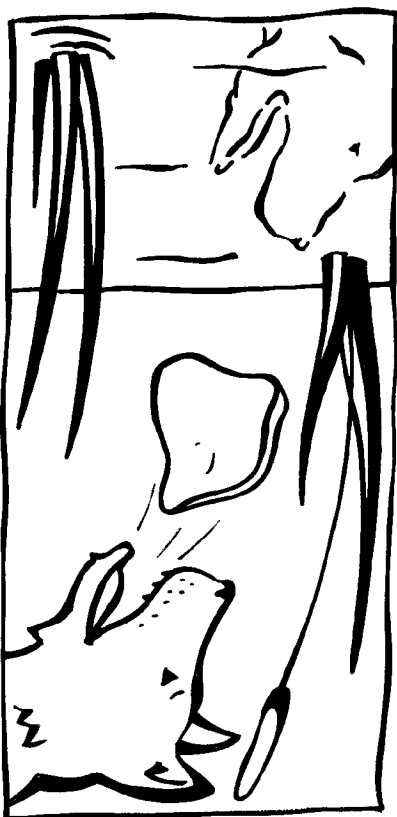
Moral: The way things look is not always the way things are.

A wolf put on a costume to look like a sheep. The wolf then went to a nearby pasture where there were many sheep. The shepherd let him into the pasture, thinking that he was a sheep. The wolf was about to bite a poor lamb when the shepherd saw what he was doing. The shepherd threw the wolf out of the pasture and told him not to come back. From that day on, the shepherd never let a sheep into the pasture until he checked it for sharp teeth.

The Wolf in Sheep's Clothing



15



The Dog and His Shadow

A dog was walking across the bridge over a stream. He had a nice piece of meat in his mouth. He looked down. He thought that he saw another dog. He thought the other dog had meat, too. He snapped at the meat in the dog's mouth. His own meat fell into the water. Then he realized it was not another dog after all. It was only his reflection.

Moral: If you are always greedy for more, you might lose what you already have.

16

Name _____

INSTRUCTIONS: After reading *Aesop's Fables*, fill out the following table with characters, problems, solutions, and morals from each of the fables.

Character	Problem	Solution	Moral

Name _____

INSTRUCTIONS: Place quotation marks and punctuation in the correct places in each sentence. Then write three of your own sentences using quotation marks.

1. Bobby said Let's go play football

2. It's raining outside sighed Tom

3. I want to go to the library suggested Holly

4. Hey shouted Sue I have a new jump-rope

5. Ron called Wait for me

1. _____

2. _____

3. _____

LEVELED READER • M

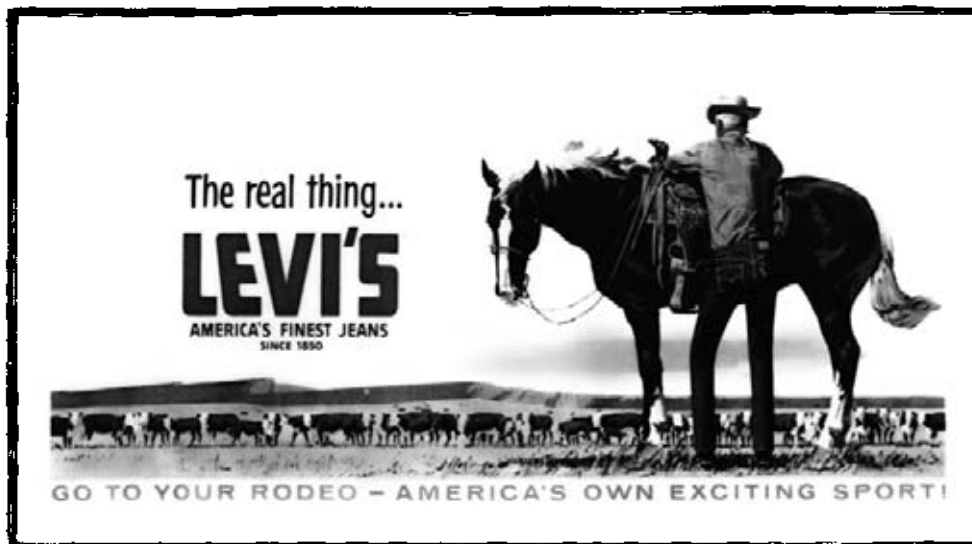
The Story of Jeans

Written by Elizabeth Austin

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The Story of Jeans

A Reading A-Z Level M Leveled Reader • Word Count: 720



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24	DRA
19	Reading Recovery
1	Fountas & Pinnell

LEVEL M
Correlation

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Introduction

Take a look in your closet or clothes drawer. Do you see a pair of jeans? You probably do. The average American owns about seven pairs. You may be wearing a pair right now. Or you might have a jean jacket, shirt, or a pair of denim shoes. Jeans are so common, you may wonder who invented them and how the fashion took off.



People of all ages wear jeans.

History

Jeans were invented by a German man named Levi Strauss. He went to the U.S. in 1847 and followed the Gold Rush to San Francisco. He carried many kinds of fabric to sell to dry goods stores. Business was booming in California during the Gold Rush. Levi quickly became a successful businessman.



Levi Strauss founded Levi Strauss & Co.

5

6



California miners in the 1880s loved waist overalls.

The miners in California had a problem with their pants. When they found gold or **ore**, they carried it in their pockets. But the metal was heavy, and the pockets ripped. In 1873, Levi became partners with a tailor named Jacob Davis. Jacob and Levi made tough denim pants with copper **rivets** sewn into the seams. Rivets are strong metal fasteners. The miners loved the "waist overalls," as they were called, and they quickly became popular.

Changing Fashions

Levi's® jeans were work pants. Male workers wore them all the time. But a gentleman wouldn't think of wearing jeans. Women didn't wear pants at all. But this changed when Western movies became popular. All the cowboys wore jeans. People thought the cowboys looked tough and cool. But jeans still weren't proper for places like school, stores, or offices.



Cowboys and a cowgirl sport denim pants.

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Today, we call denim pants "jeans." But jean and denim are two different fabrics. Denim is a strong all-cotton fabric. Jean is a thinner, weaker fabric made of cotton and **linen**. But both fabrics are dyed blue with **indigo**. They look very much alike, and the names became confused. Eventually, so many people called Levi's pants "jeans," the company officially changed the name.

Jean or Denim?

8

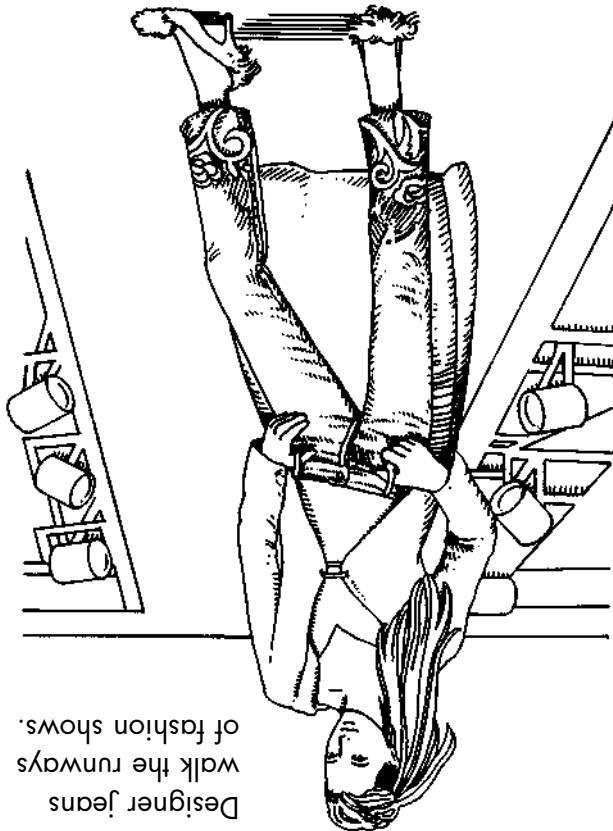
During World War II, off-duty U.S. soldiers wore jeans. They made jeans seem like tough, **casual** American pants. They became a symbol of America in many other countries.



A typical teenager of the 1950s wears her "rebellious" pants.

Back in the U.S., fashions changed. Movie stars wore jeans in their films. Teenagers everywhere loved them. Some schools **banned** jeans because of their "rebel" image. But casual clothing, including jeans, became popular for more and more occasions.

Eventually, jeans were so common that it became okay for anyone to wear them. You can even find pictures of the president wearing jeans.



Designer jeans walk the runways of fashion shows.

In the 1980s, clothing designers made new styles. They bleached, decorated, and stonewashed (wore out) jeans. They made them baggy, stretchy, and flared. In 2000, the Italian designer Gucci sold a pair of jeans for \$3,715.00.

Jeans are dyed every color of the rainbow. Denim is used to make almost everything, including jackets, hats, skirts, shoes, and wallets. **Antique**, or old, jeans are also popular. You can find them in thrift stores for a very low price. Or you can find them in specialty stores, where they are very expensive.



These Levi's jeans from the 1930s are very valuable.

Do You Know?

You may have noticed that many blue jeans are sewn with orange thread. This is unusual. Most clothing is sewn with thread the same color as the fabric. The orange thread matches the copper rivets. Many kinds of jeans use two stitches side by side to make the orange show up.

11

12

Most jeans begin as fibers growing on the cotton plant in puffs called **bolls**. The bolls are picked and the seeds are removed. Then the fibers are combed to untangle them. The fibers are called lint, like the lint in your pocket. Machines twist the lint into a thick rope. The rope is pulled, twisted, and stretched into a long, thin thread called yarn.

White bolls on cotton plants

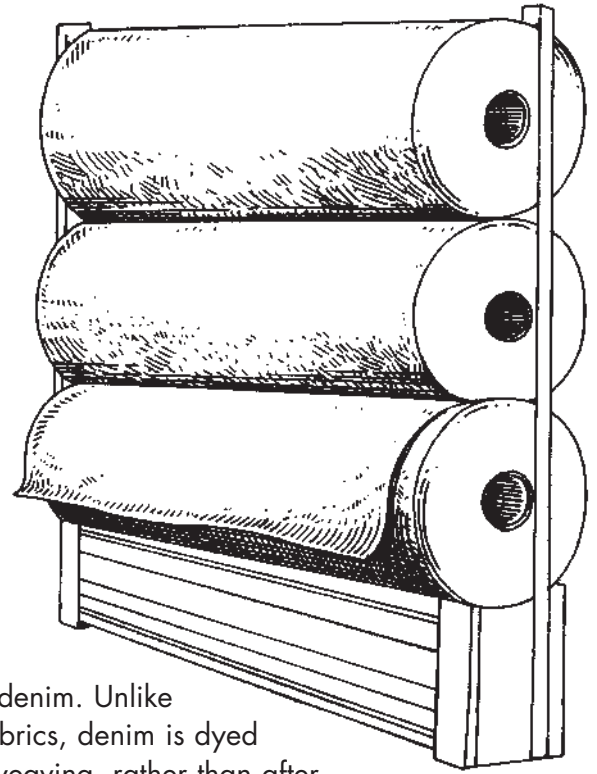


Most jeans begin as fibers growing on the cotton plant in puffs called **bolls**. The bolls are picked and the seeds are removed. Then the fibers are combed to untangle them. The fibers are called lint, like the lint in your pocket. Machines twist the lint into a thick rope. The rope is pulled, twisted, and stretched into a long, thin thread called yarn.

How Jeans Are Made

Making Blue Jeans Blue

The original jeans were dyed with indigo, which comes from special plants. The plant leaves are first soaked in water. Then the water is stirred, in order to mix in oxygen. This changes the plant mixture from orange to yellow to green to blue. But indigo is very expensive. For many years, jeans makers used dye from coal or oil. But these dyes cause pollution. Some jeans makers have found special bacteria that make blue dye. The next pair of blue jeans you buy may have been dyed by bacteria!

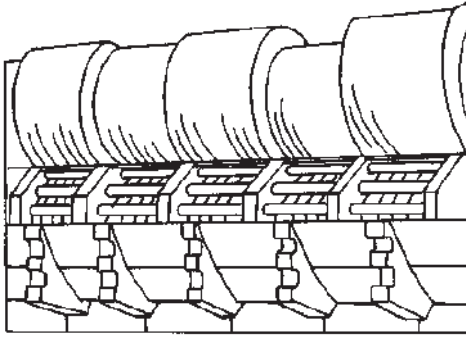


Bolts of denim. Unlike many fabrics, denim is dyed before weaving, rather than after.

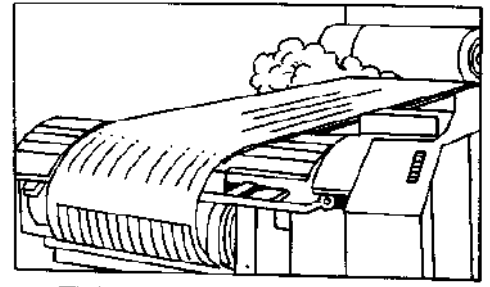
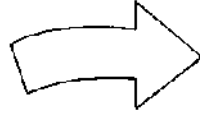
13

Yarn is dyed before it is woven into denim. Blue denim is made from both blue and white yarn. When your jeans wear out or rip, you can see the white threads showing through. Denim is woven in a **diagonal** pattern. The fabric is so sturdy that it is used in some paper money. That's why money doesn't fall apart if you accidentally wash it in your pocket. Bundles of fabric are called **bolts**. One bolt of denim weighs 500 pounds (227 kg). It can make 60 pairs of adult-size jeans. Electric saws cut through 120 layers of cloth at once. The cloth is cut into many sizes and sewn together. One pair of jeans goes through 37 different sewing steps. It takes 213 yards (195 m) of thread to sew one pair of jeans.

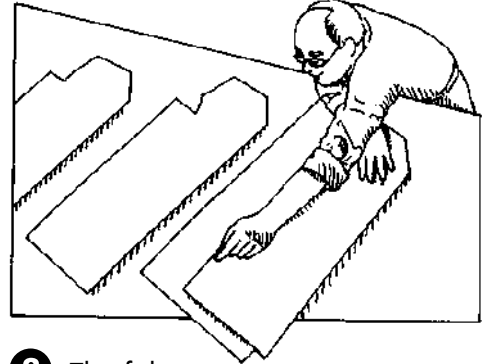
14



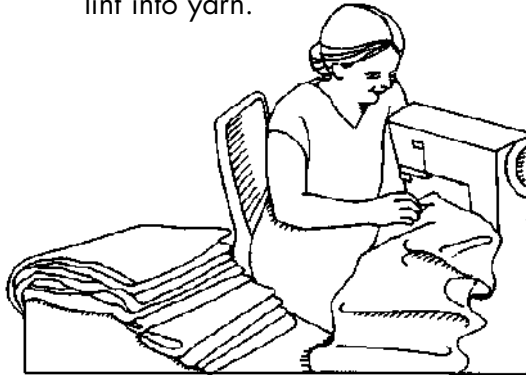
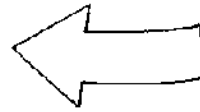
1 Round bobbins pull and twist lint into yarn.



2 Looms weave the yarn into strips of cloth.



3 The fabric is cut into patterns and sizes.



4 The cut fabric is sewn together to make jeans.

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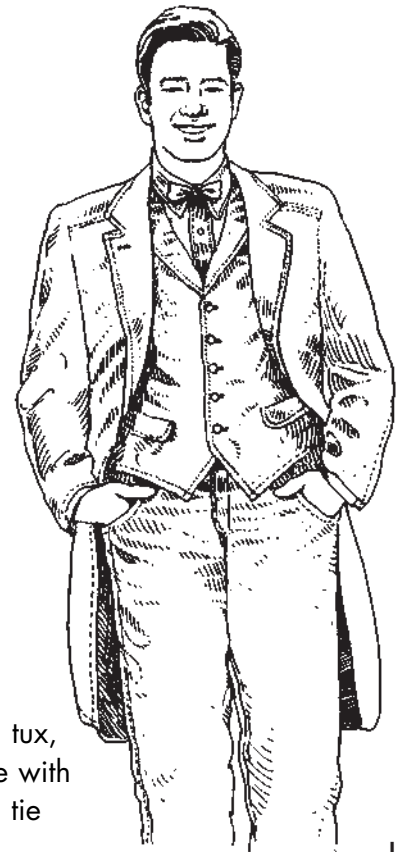
Custom-made jeans will perfectly fit all of your measurements.

Now, people can even order custom-made jeans. You can send all your measurements to a custom jeans company. They will make a pair to fit you perfectly.

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Conclusion

Today, all kinds of people around the world wear jeans. People wear them everywhere. Designers have even made denim tuxedos for the most formal occasions. Jeans are popular today for the same reasons they were popular when Levi Strauss first made them. They look good, they last long, and they are comfortable. That's probably why you own a pair or two, or seven, yourself.



A denim tux,
complete with
vest and tie

17

18

antique	valuable and old (p. 11)	banned	not allowed (p. 9)	bolts	puffs of cotton (p. 12)	bolts	wide, rolled-up strips of fabric (p. 14)	casual	relaxed; not formal (p. 8)	custom	made specifically for one person (p. 16)	diagonal	slanted; at an angle (p. 14)
indigo	a dye made from plants; also, a deep, dark blue color (p. 8)	linen	a thin, light fabric made from a plant called flax (p. 8)	ore	rock with precious metal in it (p. 6)	rivets	bits of metal that hold things together (p. 6)						

Glossary

Name _____

INSTRUCTIONS: After reading *The Story of Jeans*, write a short summary of each chapter. Use only the most important information in your summary.

Introduction
History
Changing Fashions
How Jeans Are Made
Conclusion

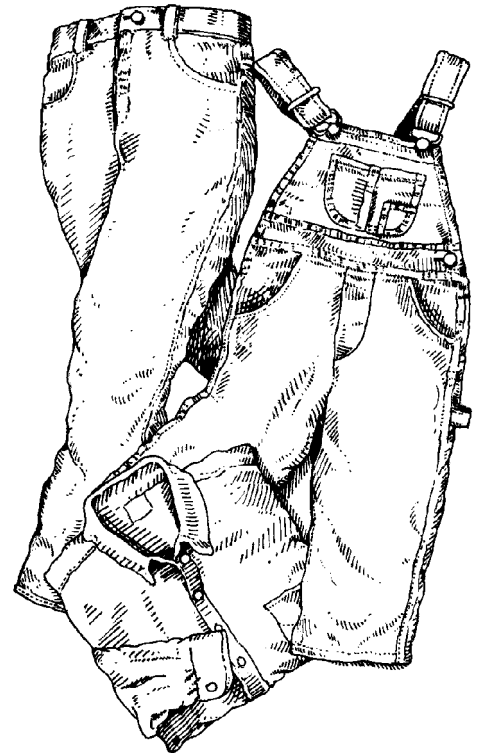
Name _____

INSTRUCTIONS: Write the past tense of each irregular verb below. Use a dictionary if you need help.

Most verbs, in past tense, end with *-ed*. Design and chop are two regular verbs that end with *-ed*. (designed, chopped)

Irregular verbs, such as eat and sing, do not have past tense forms that end with *-ed*. (ate, sang) In addition, their past tense forms do not follow any common rules. The different forms of each word in past tense must be memorized.

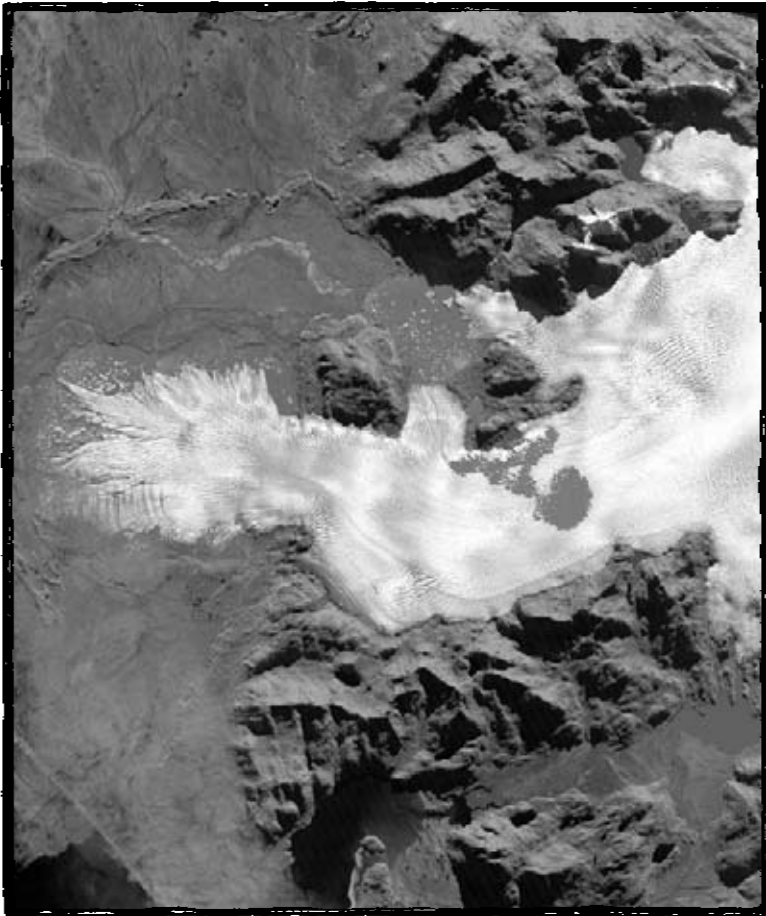
1. make _____
2. find _____
3. run _____
4. wear _____
5. sell _____
6. sit _____
7. know _____
8. teach _____
9. begin _____
10. think _____



Mighty Glaciers

A Reading A-Z Level M Leveled Reader

Word Count: 684

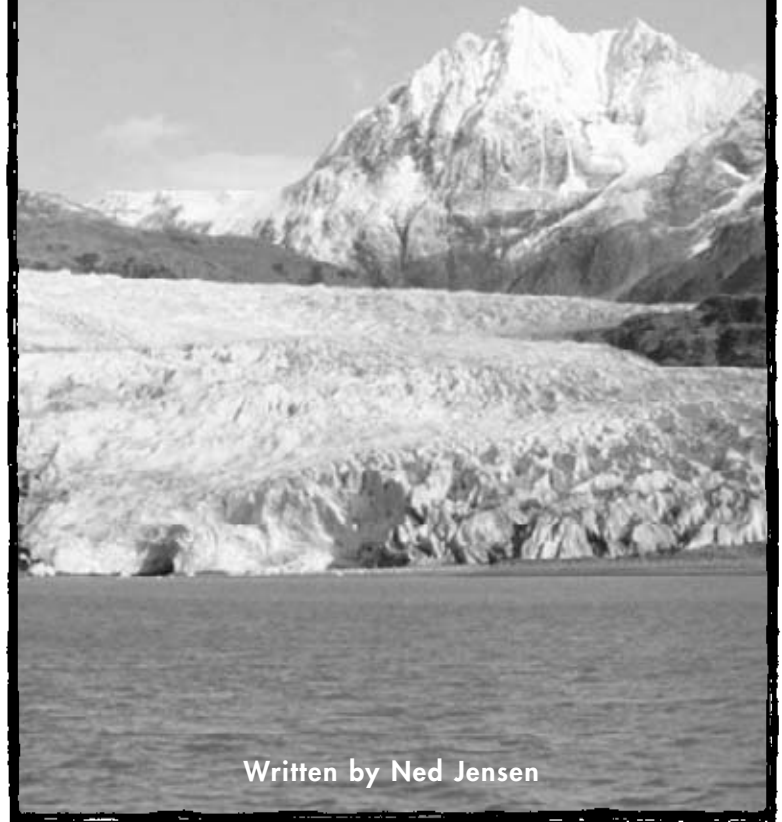



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LEVELED READER • M

Mighty Glaciers



Written by Ned Jensen

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Mighty Glaciers



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Back cover: Satellite view of Patagonia Glacier, Chile

Title page: Wright Glacier, Alaska (ca. 1948)

Mighty Glaciers
Level M Leveled Reader
© 2003 Learning Page, Inc.
Written by Ned Jensen
Illustrations by Cende Hill and Lisa Ing
Map by Lisa Ing

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Glaciers are like massive rivers of ice.

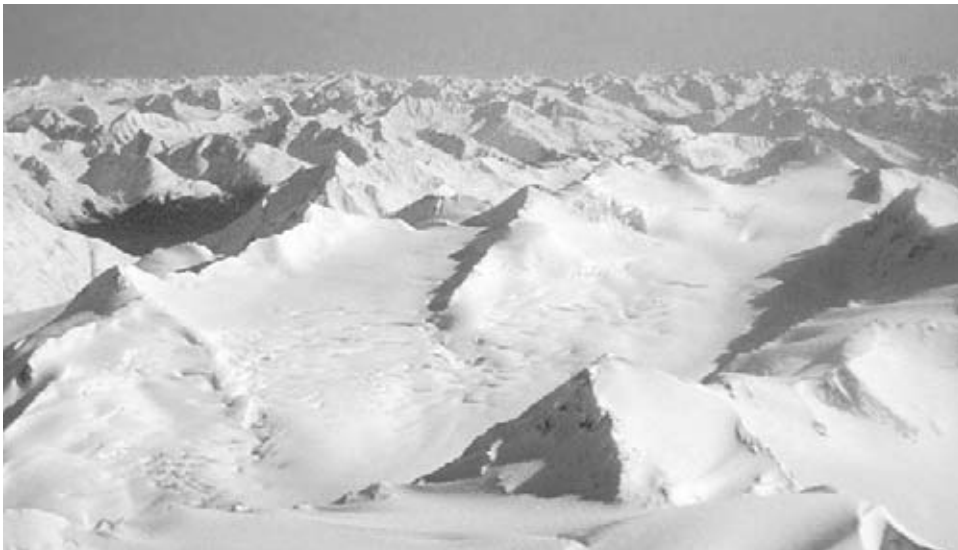
Introduction

The earth's surface constantly changes. Wind, water, and heat wear down mountains and crack stone. But some of the most dramatic changes are caused by giant pieces of ice and rock called glaciers.

Glaciers move slowly over the land. They carve out cliffs, valleys, and **prairies** as they go. When glaciers melt, they leave behind lakes, rivers, and hills of soil and boulders.

Types of Glaciers

Two common types of glaciers are **continental glaciers** and **valley glaciers**. Continental glaciers form at the north and south poles of the earth. These huge sheets of ice cover vast stretches of land. Continental glaciers can be so thick that only the tops of mountains stick out above them. Much of Greenland and Antarctica are buried beneath continental glaciers.



This huge continental glacier covers almost all of Antarctica.

Valley glaciers form on high mountains that rise above the **snow line**. Above the snow line, snow covers the ground all year. Even in the tropics, valley glaciers can form on the tallest peaks. Like rivers of ice, valley glaciers move through long, narrow valleys.



Krisha Glacier in Alaska is a valley glacier.

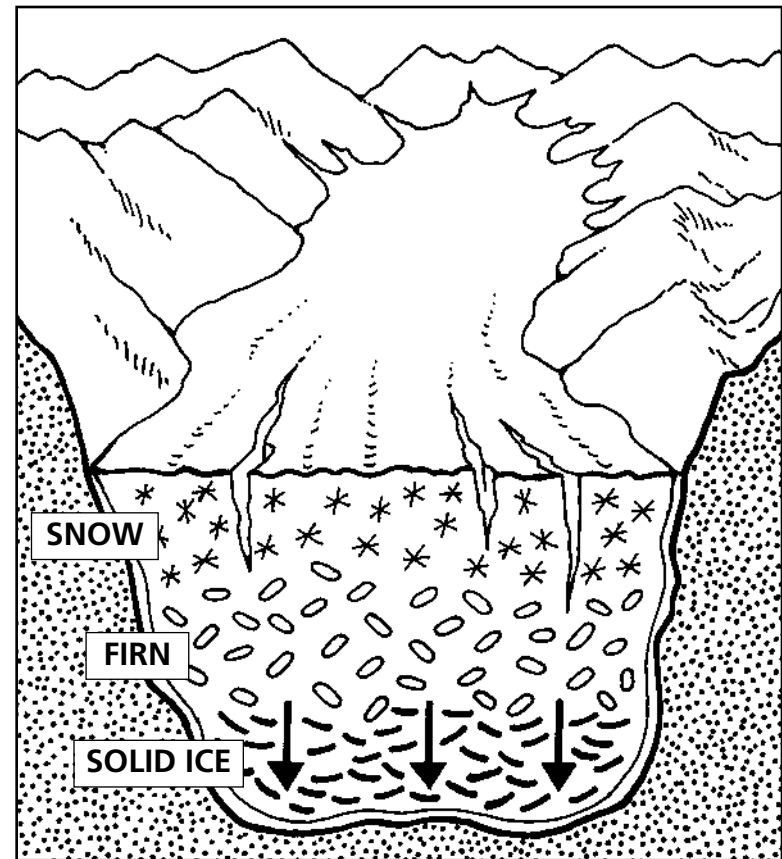


Glaciers form on high mountains where snow does not melt.

How Do Glaciers Grow?

In some places, the temperature stays below freezing for most of the year. Snow piles up much faster than it melts. Each new layer of snow presses down on the snow beneath it. The lower layers of snow become squashed, or **compressed**.

The compressed snowflakes become ice crystals called **firn**. The firn crystals squash together as more and more snow presses down on them. Eventually, the firn turns into a huge slab of ice known as a glacier.



Snow piles up and squashes the snow underneath it, eventually turning it into ice.



This Alaskan glacier flows downhill.

How Do Glaciers Move?

Glaciers begin to move when they reach about 30 meters (100 ft.) thick. That's about as high as a 12-story building. The glaciers become so heavy that gravity pulls them downhill. Gravity is a force that pulls things toward the center of the earth. It makes objects fall and roll down slopes. The movement of a glacier is called **flow**.

The heavy ice at the top of a glacier compresses the ice below it. Even above the snow line, ice melts when it is tightly compressed. The melted ice becomes slippery, allowing the glacier to slide. Sometimes, the top layers of ice move faster than the bottom layers. The ice cracks. A crack in a glacier, called a **crevasse**, can be hundreds of meters deep.



A hiker stands near a deep crevasse.



Continental glaciers flow toward the coasts.



Valley glaciers flow downhill.

Continental glaciers form in the middle of continents. They flow toward the coasts. Valley glaciers flow down mountains. A very fast glacier can flow 20 meters (70 ft.) in one day. But that is very unusual. Most glaciers travel only a few centimeters (less than 1 in.) to 30 centimeters (1 ft.) a day.



Glaciers carved deep scars in these rocks in Ohio.

Changing the Earth

Like giant bulldozers, glaciers push piles of rocks and soil as they slide forward. These piles are called **moraines**. Some of the rocks and soil get stuck in the ice. The rocks scrape the land beneath the glacier, leaving huge scars.

Some glaciers scrape off entire mountainsides. Valley glaciers carve deep U-shaped valleys with steep cliffs. When a glacier flows below the snow line, the bottom melts, forming a river. Some glaciers carve valleys that reach all the way to the sea. Seawater fills these valleys, creating **fjords** (fee-YORDS). Continental glaciers flatten the land.



Fjords have very steep sides.



Icebergs break off of a glacier and fall into the sea.

As glaciers reach the ocean, they crumble and slide into the water. Sometimes, big chunks of ice fall into the sea. The broken-off pieces are called **icebergs**. Some icebergs in the Antarctic Ocean are nearly 80 kilometers (50 mi.) long.

When Glaciers Melt

Some glaciers melt, or **recede** (ree-SEED), and eventually disappear. Glaciers recede when the weather gets warmer or less snow falls. Receding glaciers leave their moraines behind as long ridges of rocks and soil. This soil is called **till**. It can be good for growing food. Glaciers may also drop huge boulders when they melt. Sometimes glaciers create lakes and ponds when the ice melts on the land.



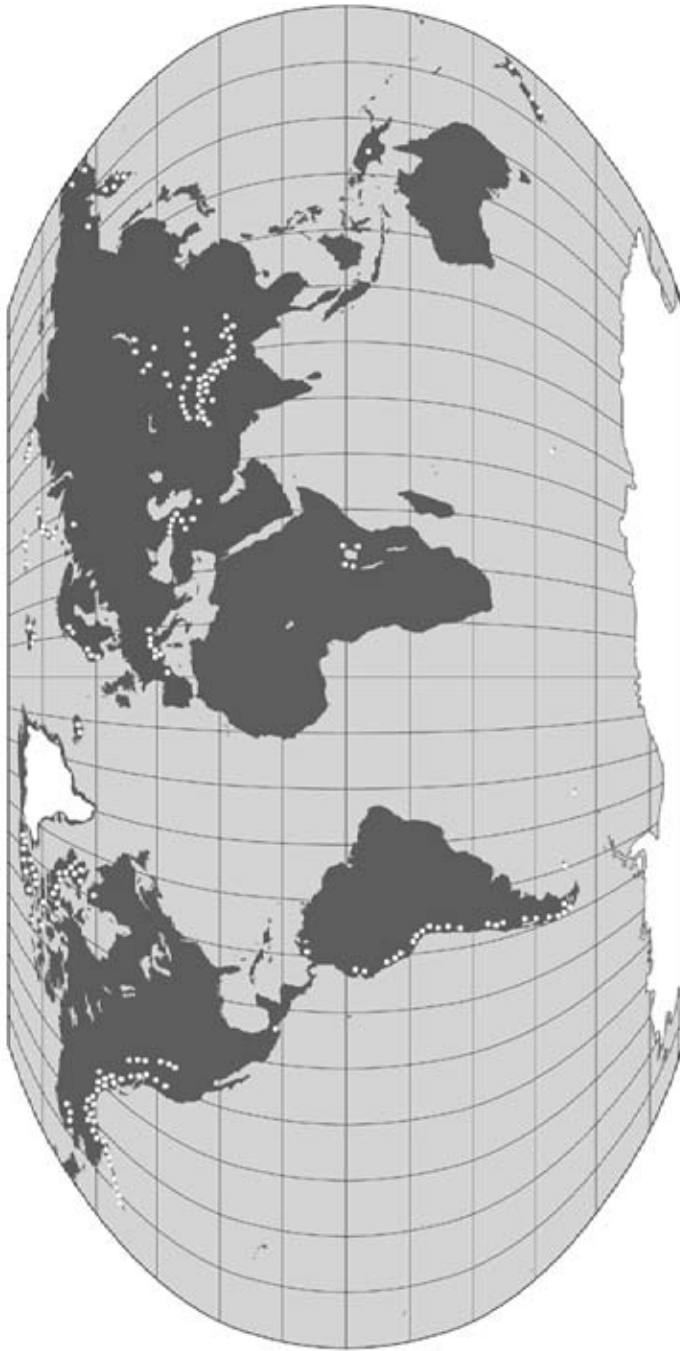
These big boulders were left by glaciers.



This glacier has receded, leaving its moraine.

Conclusion

Glaciers are one of many things that give the earth its beautiful and interesting shapes. In the past 100 years, many glaciers have receded. The earth's temperature may be getting warmer. Scientists are watching glaciers to see how they are affected by temperature changes. They can learn a lot about our planet from these enormous rivers of ice.



This map shows the location of glaciers around the world in white.

Glossary

compressed	squeezed tightly together and squashed (p. 7)
continental glaciers	wide, flat sheets of moving ice covering large areas of land (p. 5)
crevasse	a giant crack in a glacier's ice (p. 10)
firn	pebble-sized ice crystals of compressed snow (p. 8)
flow	the movement of a glacier (p. 9)
fjords	deep glacial valleys filled with seawater (p. 13)
icebergs	broken-off pieces of a glacier floating in the sea (p. 14)
moraines	piles of soil and rocks scraped up by a glacier (p. 12)
prairies	wide, flat lands (p. 4)
recede	melt away, pull back (p. 15)
snow line	altitude above which it is cold enough that snow does not melt (p. 6)
till	the soil left behind when a glacier recedes (p. 15)
valley glaciers	long, narrow rivers of moving ice that form on mountains above the snow line (p. 5)

Name _____

INSTRUCTIONS: In the first box, write what you already know about the topic. In the second box, write what you would like to learn. After you finish reading, fill in the third box with what you learned from the book.

What I Know
What I Want to Know
What I Learned

Name _____

INSTRUCTIONS: Find four major events that show cause and effect in *Mighty Glaciers*. Write the causes in the left-hand boxes and their effects in the right-hand boxes.

Cause	Effect

Name _____

INSTRUCTIONS: Make adverbs from the words below by adding *-ly*. Then use each adverb in a sentence.

1. slow

2. constant

3. common

4. quick

5. usual

6. safe

7. thoughtful

Endangered Birds

A Reading A-Z Level M Leveled Reader

Word Count: 545



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Endangered Birds



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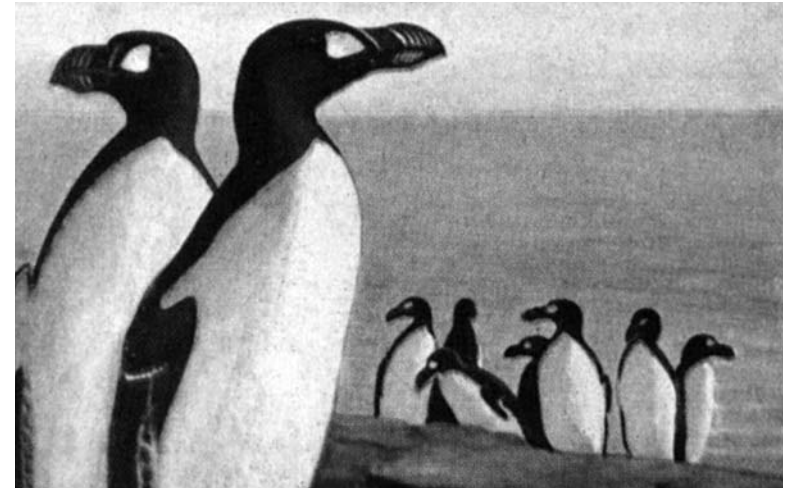
Correlation

LEVEL M

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Great auks

Introduction

Have you ever seen a great auk (AWK)? These penguin-like birds once lived along the coasts from Iceland to Florida. But the great auk was fiercely hunted for its feathers and eggs. The very last ones were killed in 1844. Today, great auks are **extinct**. You can only see them in pictures, or see their skeletons in a museum.

There are many other birds that are **endangered**, or close to becoming extinct. We will look at some of those birds in this book. We will also see some ways that humans are trying to save them.



People keep an eye on birds that are in danger of becoming extinct. Learning about the birds helps people help the birds.

The Kakapo

The kakapo (ka-ku-po) of New Zealand is one of the strangest, and rarest, birds in the world. It has short wings and cannot fly, but it has strong legs to walk through the mountains. It looks like an owl, and it comes out at night like an owl. But the kakapo is actually a parrot. Male kakapos make a booming call that sounds like a giant heartbeat.



A kakapo only uses its wings to glide from trees.



A kakapo with a baby is a welcome sight for the scientists trying to help the birds to survive.

Before Europeans came to New Zealand, there were few **predators**, or meat-eating animals, on the islands. Europeans brought cats, rats, and dogs to New Zealand. The kakapos had never seen these animals, so they didn't know how to defend themselves. And they couldn't fly to escape. The predators killed so many birds that by the 1950s, the kakapo disappeared.

Then, in 1974, a few males were found. But because there were no females to lay eggs, kakapos would become extinct once the males died.

In 1980, four females were found. Humans moved the kakapos to small islands without predators. Scientists began **breeding** the kakapos, or helping them reproduce. Today, there are 62 kakapos.



Humans are trying to prevent kakapos from dying off by putting them in protected areas.



Short-tailed albatross

The Short-Tailed Albatross

There were once millions of short-tailed albatrosses. These beautiful gull-like birds spend many years at sea before nesting. All the short-tailed albatrosses nested on a few islands around Japan.



Albatrosses were often killed for their feathers, which were used for decoration.

About one hundred years ago, women loved to wear feathers in their hats. Hunters killed thousands of albatrosses for their feathers. Soon, there were none left on the islands. It seemed that the short-tailed albatross was extinct.

Years after the last albatross was seen, a few were spotted nesting on a volcanic island. These albatrosses had been at sea while the others were killed. They were the last short-tailed albatrosses alive.

Today, the albatrosses' island is protected. The birds are still in danger, though. The volcanic island might erupt, killing the last short-tailed albatrosses.



Albatross nesting on Tori-shima island



California condor in flight

The California Condor

The California condor is the largest flying bird in North America. For many years, farmers, ranchers, and hunters shot and poisoned these birds.

Do You Know?

California condors often die of lead poisoning. A condor eats dead animals, some of which have been shot. The condor swallows the lead bullets with the meat. The condor's strong stomach absorbs the poisonous lead, making the condor sick.

In the 1980s, the last 27 living condors were caught. Now scientists take condor eggs and keep them warm until they hatch. Then, they hand-feed the chicks using condor puppets. The puppets help the chicks learn to live with



A scientist uses a condor puppet to feed a baby condor, so it will learn from its own species and not rely on humans to survive.

other condors, instead of with humans. Once the chicks can fly, they are released into the wild.

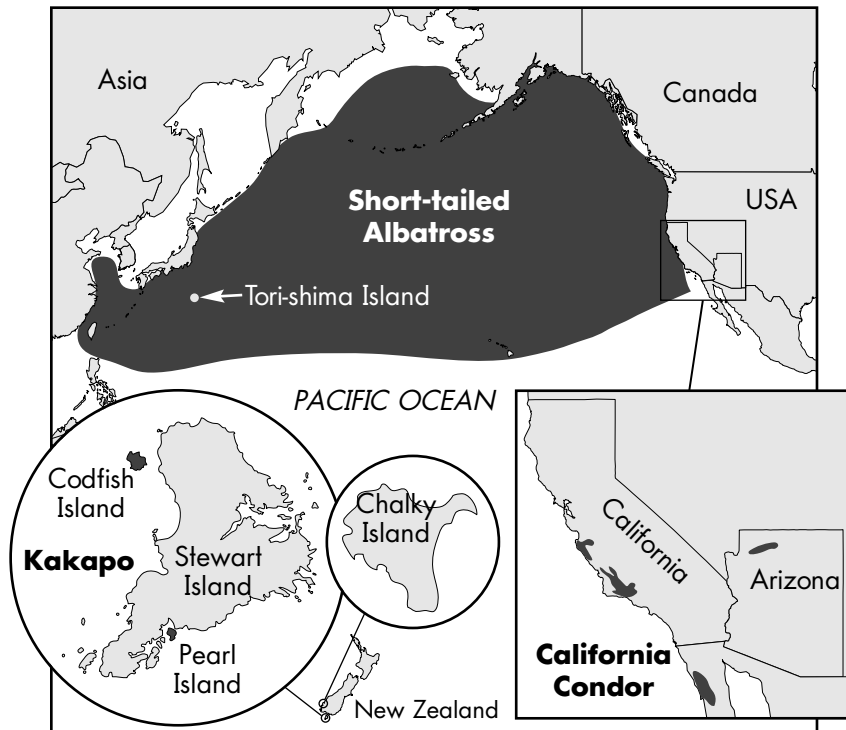


Scientists put tags on California condors to help keep track of the birds.

The condors are still in danger after they are released. Some are shot. Others die by hitting power lines. Scientists still keep condors in zoos and raise chicks by hand. Someday all the condors may fly free.

Conclusion

There are many other endangered birds in the world. Most are dying out because of human activity. But people are now trying to save these rare and beautiful animals from extinction.



These are the areas where the birds you learned about in this book can be found.

Glossary

breeding	helping something reproduce (p. 8)
endangered	in danger of dying out completely (p. 5)
extinct	died out completely; none left alive (p. 4)
predators	animals that hunt and eat other animals (p. 7)

Index

eggs, 4, 8, 13	reproduce, 8
humans, 5, 15	sea, 11
Iceland, 4	volcanic, 11
owl, 6	
poisoned, 12	

Name _____

INSTRUCTIONS: Read each passage about birds. Then decide what the author's main purpose was for writing each piece. Underline any words in the passages that give you clues.

Once upon a time there was a great auk who lived in the forests of New Zealand. This great auk thought he was the strongest and wisest bird in the whole country. "I am the best," he said. "No one can ever beat me. I will live forever!"

"But you cannot fly like I can," said the duck.

"That doesn't matter," said the auk. "I can swim faster and dive deeper than you can."

"That may be true," said the duck, "but if I were you, I would worry about the strange two-legged animals that have come to our land. It would be better for you if you could fly away from them."

Author's purpose is: _____

The whooping crane once lived in the wetlands of Canada during the summer months and flew to the Gulf of Mexico for the winter. People drained the wetlands to make farms and the birds lost their nesting places. Soon, there were only about 20 whooping cranes left in the whole world.

Author's purpose is: _____

It is sad but true. There are many wonderful birds that have been destroyed because of the actions of humans. Many more birds today are endangered because humans are too greedy. We must do something to save these birds. First, we must stop shooting these poor birds. Second, we have to make safe places for them to nest. We have to act before it is too late. It is up to us to save these birds.

Author's purpose is: _____

Name _____

INSTRUCTIONS: Circle the subject, or naming part, of each sentence.

1. Great auks are extinct.
2. A penguin looks like a great auk.
3. The kakapo cannot fly.
4. All kakapos have short wings.
5. Kakapos were killed by cats, rats, and dogs.
6. Scientists helped the kakapos.
7. Short-tailed albatrosses look like ducks.
8. An albatross has pretty feathers.
9. A California condor eats dead animals.
10. California condors are large birds.

Name _____

INSTRUCTIONS: In each blank space, decide whether to use the word *there* or *their* in the sentences below.

there in that place or to begin a thought	their belonging to them
---	-----------------------------------

Today, great auks are extinct. There are no more living anywhere on earth. Great auks were hunted for _____ feathers and _____ eggs.

Kakapos are rare birds. They have short wings, but _____ legs are strong. They come out at night. Today, _____ are 62 kakapos.

Short-tailed albatrosses live on a volcanic island. They are protected from people who want _____ feathers.

California condors are endangered birds. They were killed by farmers, ranchers, and hunters for many years. No one knows for sure how many _____ are. Some are killed by power lines. Some are shot.

A Prairie Dog's Life

A Reading A-Z Level M Leveled Reader

Word Count: 546




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A Prairie Dog's Life



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A Prairie Dog's Life



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A Prairie Dog's Life
Level M Leveled Reader
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Written by Julie Mettenburg

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1630 E. River Road #121
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Correlation

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Meet a black-tailed prairie dog.

The Big Day

Spring has come to the **prairie**.

Today, Charlie will go outside for the first time. Charlie has lived his first few months below ground.

Charlie is a black-tailed prairie dog. But is he really a dog?

No! Prairie dogs are actually squirrels, part of the rodent family.

Pioneers named the prairie dog because they thought the animal's call sounded like a dog's bark.

Charlie loves his warm, cozy **burrow**, but he wants to go outside. Lucky Charlie! Today his mother will take him and his three sisters above ground. They will learn about the big world outside.



Prairie dogs kiss to find out if they live in the same place.



Squirrel



Prairie dog



Guinea pig

Welcome to the Prairie

The “prairie” part of Charlie’s name comes from his **habitat**. All of the world’s grasslands, or prairies, have burrowing **mammals** that create underground homes. In the United States, that animal is the prairie dog.

When he is grown, Charlie will weigh 1.5 to 3 pounds (0.68-1.36 kilograms). Standing on his rear feet, he will be about 1 foot tall (30.48 cm). That is about the size of a large squirrel or a guinea pig.

There are five types of prairie dog. They are the Gunnison's, black-tailed, white-tailed, Mexican, and Utah prairie dogs. The black-tailed is the most common, living on lowland prairies.



Gunnison's



Black-tailed



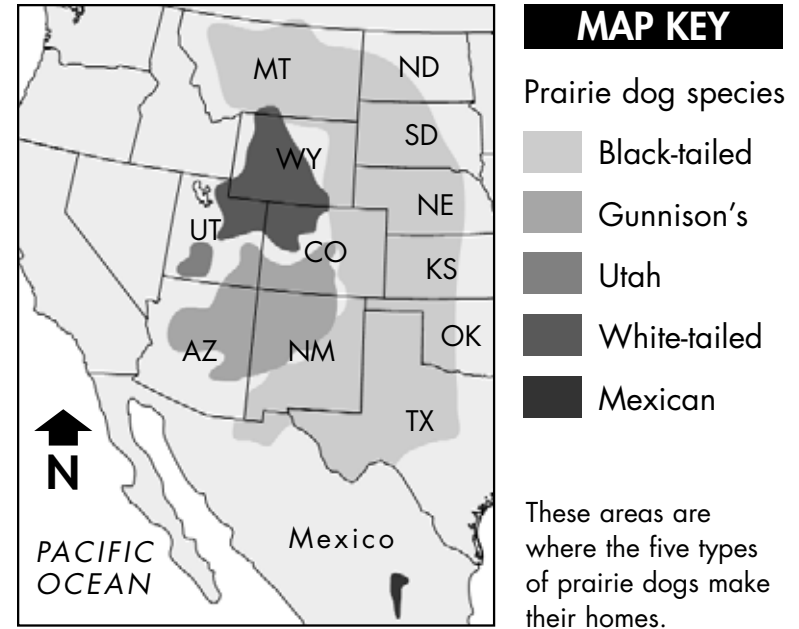
Utah



Mexican



White-tailed



Home Below Ground

Charlie's underground home is called a **coterie** (KOTE-air-ee). Each family has its own small coterie, a hole that is made up of small "rooms."

Many coterie together make a prairie dog **colony**. One colony can spread for hundreds of miles and house thousands of dogs!

Charlie and his sisters poke their noses outside their burrow. The sun is so bright, compared to the dark underground.

But it is wonderful! They climb out of their burrow and over the mound of dirt at its opening. All around them is short prairie grass and plants.



A prairie dog peeks out of its burrow.

Charlie's Underground Home

The diagram shows a complex network of white lines representing tunnels on a dark grey background. The tunnels are labeled with letters: 'a' is at the top left entrance; 'b' is a small chamber just inside; 'c' is a chamber in the middle; 'd' is a larger chamber to the right of 'c'; 'e' is a large loop at the bottom left; 'f' is a circular chamber at the bottom right; and 'g' is at the top right entrance. The tunnels connect these chambers in a non-linear fashion.

a) main mound	e) loop
b) listening post	f) "nursery" for babies
c) toilet	g) second entrance
d) "dry room" for floods	

Do You Know?

One prairie dog colony in western Texas grew to be 100 miles wide and 250 miles long (161 km by 402 km). It was estimated that 400 million prairie dogs lived there.

Danger!

Charlie and his sisters begin to explore. Before long, a prairie dog's sharp bark cuts through the air.

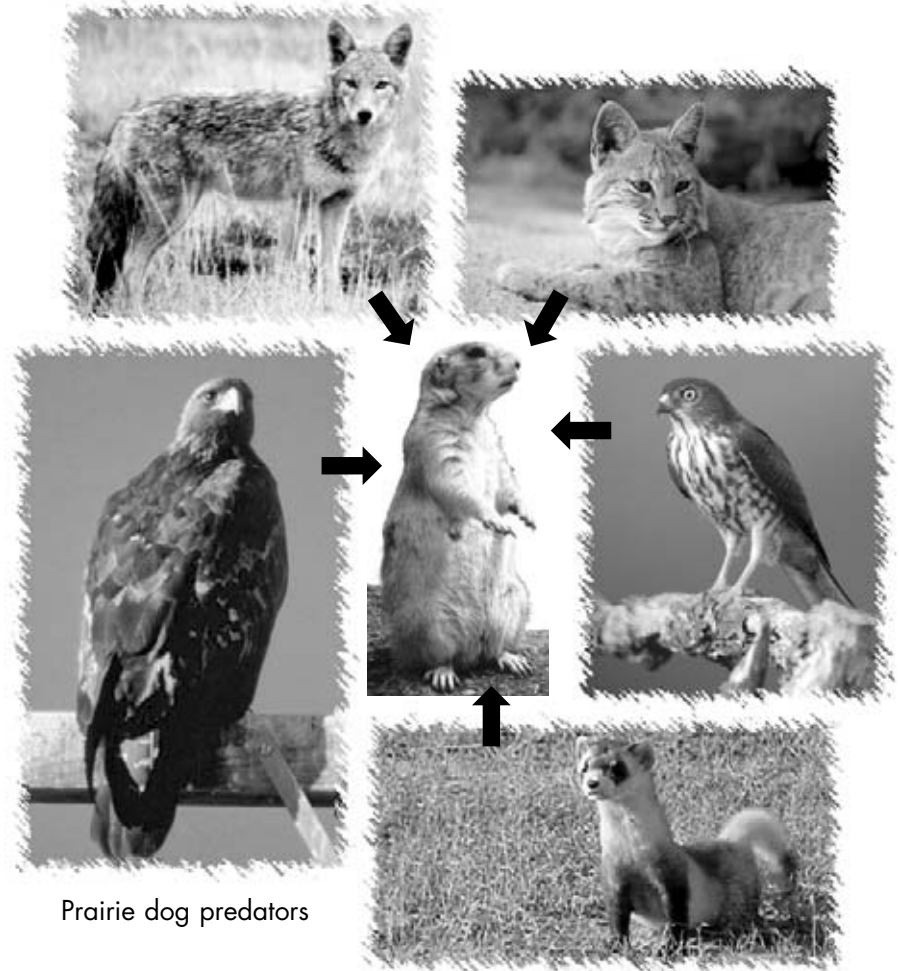
"Yee-ipp!" he shouts with a hop. He has spotted danger!

"Yee-ipp!" Charlie's father replies.

All of the prairie dogs stand tall, alert. Even though there is danger, they stay. The dogs will stay very still and watch until the danger goes away.



A prairie dog stands alert to danger.



Prairie dog predators

What might the danger be? Many **predators** hunt prairie dogs. Predators include coyotes, bobcats, prairie falcons, black-footed ferrets, and golden eagles.

Perhaps the biggest danger of all is humans. Some people think prairie dogs destroy the land. These people try to harm prairie dogs by destroying their homes or killing them.

Other people believe prairie dogs are important because their burrows bring air and water to the soil. Burrows also provide hiding places for other animals to escape predators.



This woman thinks prairie dogs are important.



Prairie dogs play and eat around this mound entrance to a burrow.

Summertime for Charlie

Not all yips and barks signal danger. Some yips or barks signal a prairie dog is lonely or upset. Now Charlie hears more yips and barks from the older prairie dogs that signal it is safe. The threat is gone.

Charlie and his sisters like playing outside in the sun. They will spend most of their summer outside.

As summer turns to fall, they will prepare their burrow for winter. During winter, they will rarely go out into the harsh weather.

Early next spring, the older females will have babies. And in late spring, Charlie will be an adult male. He will share in the watchdog duties. He will probably start a family and build his own coterie.



Baby prairie dogs stay in their burrow until they're old enough to go outside.

Glossary

burrow	a hole dug in the ground by an animal (p. 5)
colony	group of animals living together (p. 8)
coterie	the home of a family of prairie dogs (p. 8)
habitat	where an animal lives (p. 6)
mammals	warm-blooded animals whose babies drink milk (p. 6)
pioneers	first Europeans to travel across the United States (p. 5)
prairie	flat, grassy land (p. 4)
predators	animals that eat other animals (p. 12)

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prairie, 4, 6, 7	white-tailed, 7

Name _____

INSTRUCTIONS: Write the details from *A Prairie Dog's Life* in the correct boxes.

Important Details I Learned from the Text

Important Details I Learned from the Pictures and Captions

Important Details I Learned from the Maps

Name _____

INSTRUCTIONS: Use the words *their*, *there*, or *they're* correctly in the following sentences.

1. The baby prairie dogs are warm and cozy in

_____ burrow.

2. The babies will stay in the nursery until _____

old enough to go out.

3. _____ are five prairie dogs looking for danger.

4. I hope no one will destroy _____ homes.

INSTRUCTIONS: Write another set of homophones in the box. Write a sentence using each homophone.

The Best Guess

A Reading A-Z Level M Leveled Reader

Word Count: 592

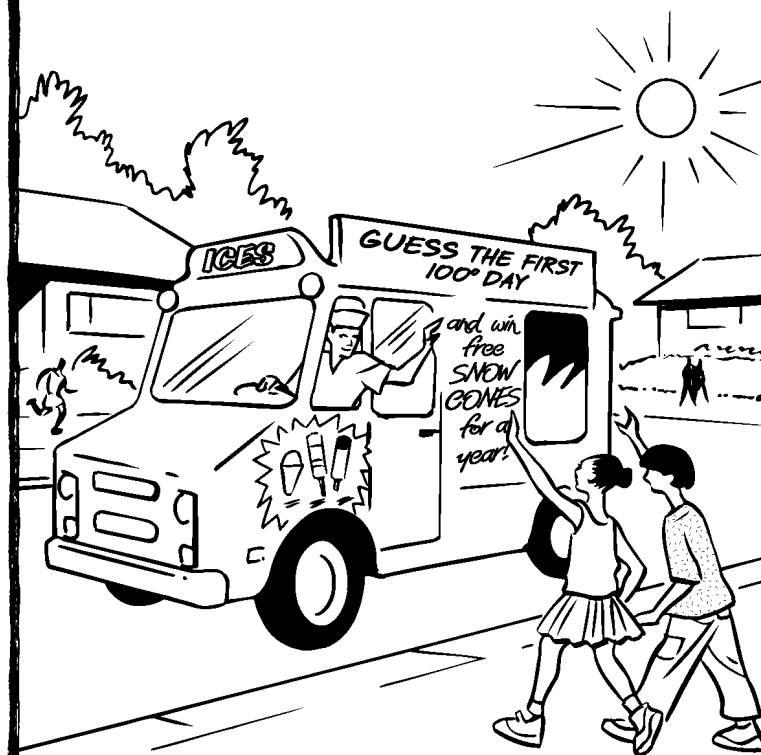



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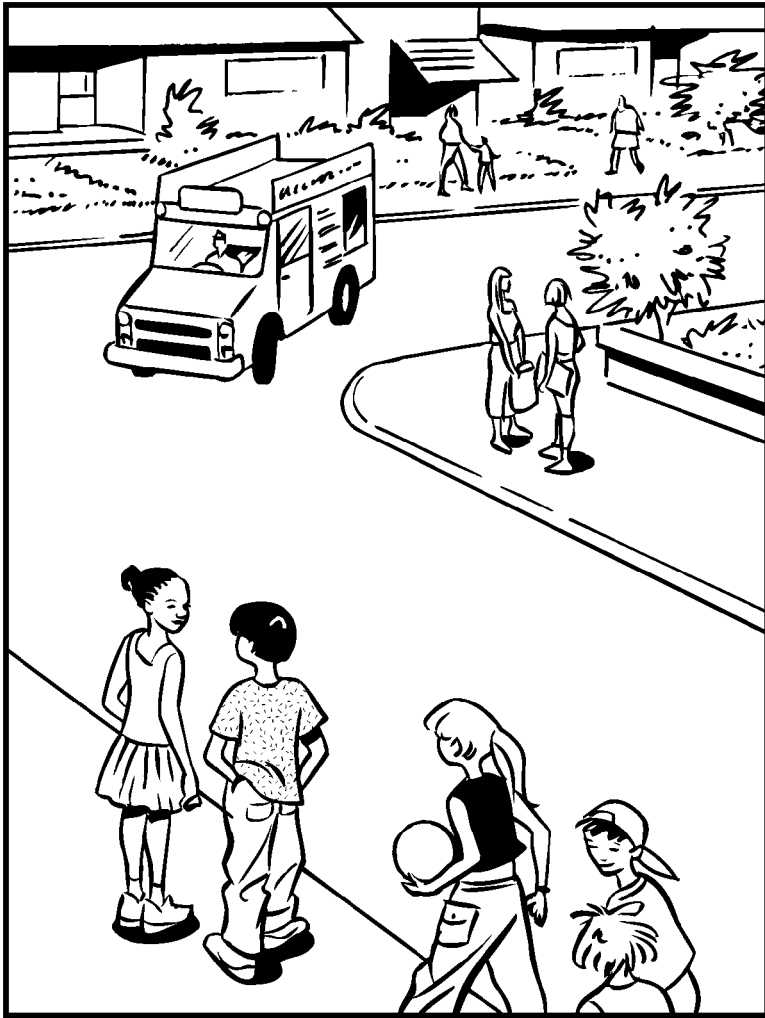
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Harlan waited for Mr. Mack's ice cream truck to turn down Pine Street. Nora lived next door to Harlan. She was already in line.

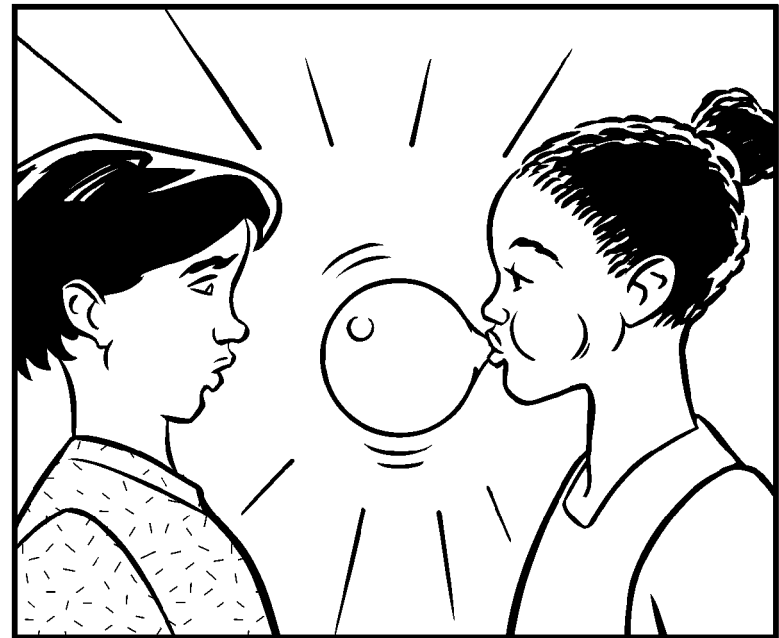
"Guess how many bubbles I can blow in thirty seconds," Nora said.

"Five," replied Harlan.

"I think ten," said Nora.

Harlan counted out thirty seconds.
Nora blew ten big bubbles.

Nora's guesses were always right.
Harlan wished he knew her secret.





Mr. Mack turned slowly down Pine Street. A big sign on the side of his truck read:

GUESS THE FIRST 100° DAY AND
WIN FREE SNOW CONES FOR A
YEAR!

The only thing Harlan loved more than making guesses was eating snow cones. This was the contest for him!



"When would you like our guesses?"
Nora asked Mr. Mack.

"You can tell me right now," said
Mr. Mack.

"Oh, no," said Nora. "I need time to
make a good guess."

"I'm ready," said Harlan. "I think the first 100° day will be. . ."

"Wait!" shouted Nora. "I have an idea."

The neighborhood kids gathered around Nora. Soon they were all nodding and smiling.

Harlan asked, "Can we guess tomorrow?"

"Tomorrow is fine," said Mr. Mack. "Now, what kind of ice cream will you have today?"

"I'd like chocolate," said Harlan.

"And I'll take bubble gum," said Nora. "But we'll have to eat fast. We've got a lot of work to do!"

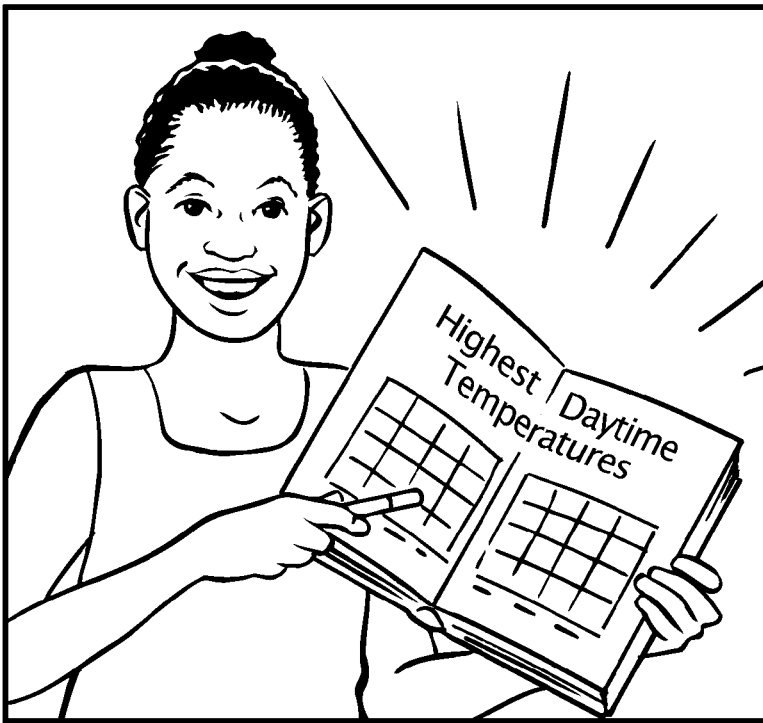


The next day Harlan and Nora shared **data** they found.

"Here are the high temperatures for our city," Harlan said. "The weather station Web site lists the high **temperature** for each day of the year, and we have data for the past 10 years! We can each look at the data from one year."

Nora held up her book. "Highest daytime temperatures are listed in this library book, too," said Nora. "Now we can make a chart."

Harlan scanned the high temperature **column** on his sheet, looking for the first 100° day. It was June 15.



Nora made a **tally mark** on the chart under June 15. Each of the kids found the first 100° day in their year. Nora marked the days on the chart.

Only June, July, and August had first 100° days.

"It's hard to compare all these tally marks," complained Harlan.

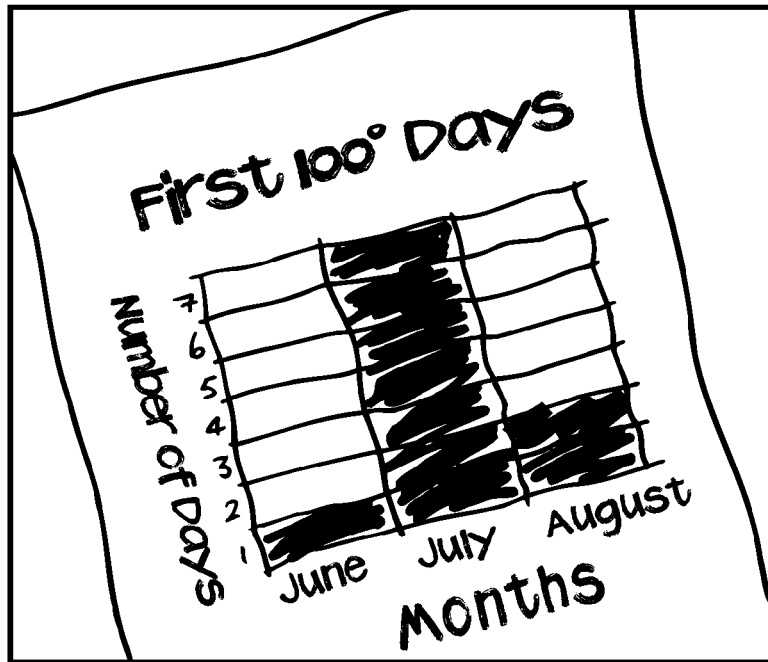
"A **bar graph** would show the data much better," said Nora.

"That's a great idea!" said Harlan. "I'll get some markers and a piece of paper."

Harlan wrote **FIRST 100° DAYS** across the top of the paper. Next, he drew a line along the left side of the page and labeled it "Number of Days."

Then he drew a line along the bottom of the page and labeled it “Months.”

Nora looked at the chart and counted the tally marks for each month. On the bar graph, she colored in one bar for each mark. June had the fewest marks, and July had the most. The bar graph showed that the first 100° day would probably be in July.



“Well,” said Nora, “based on the graph, we can guess that the first 100 degree day is likely to be in July.”

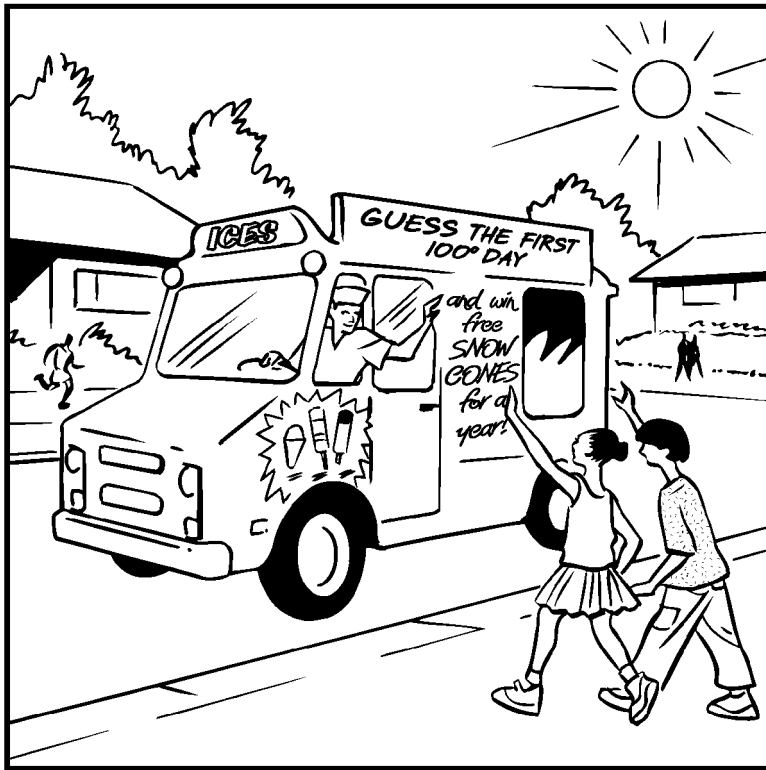
“And there are thirty-one days in July,” said Harlan.

Now they just needed to find thirty-one friends and family members. . .

The next day, the ice cream truck turned down Pine Street. Mr. Mack stopped and opened the window.

"I'm ready for your good guesses!" said Mr. Mack.

Nora guessed July 15, and Harlan chose July 25.



The other kids all made their guesses. Then the moms, dads, sisters, and brothers all made their guesses.

Soon Mr. Mack had thirty-one guesses. They started at July 1, and they ended at July 31.

The kids on Pine Street were almost certain that someone on their street would soon have plenty of snow cones to share. Almost certain.



Glossary

100° ←

a symbol meaning a degree of temperature (p. 5)

bar graph

a chart that uses bars to represent numbers (p. 10)

column

a list of items, written one under the other (p. 9)

data

facts and figures relating to a topic (p. 8)

guess

to suggest an answer to a question or problem without knowing whether or not it's right (p. 4)

tally mark

a line, or check, used to keep count (p. 10)

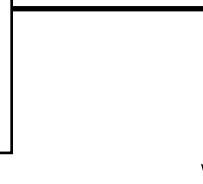
temperature

how hot or cold something is (p. 8)

Name _____

INSTRUCTIONS: Write what steps Nora and Harlan took to find the best guess. Write each step in the correct order in the boxes below.

First



Last

Name _____

INSTRUCTIONS: Add quotation marks where they belong to show that people are speaking.

I'm ready, said Harlan. I think the first 100° day will be...

Wait! shouted Nora. I have an idea.

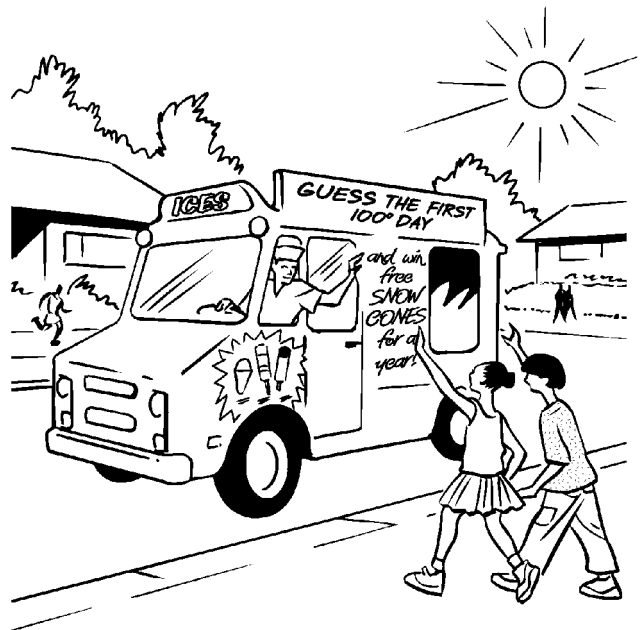
The neighborhood kids gathered around Nora. Soon they were all nodding and smiling.

Harlan asked, Can we guess tomorrow?

Tomorrow is fine, said Mr. Mack. Now, what kind of ice cream will you have today?

I'd like chocolate, said Harlan.

And I'll take bubble gum, said Nora. But we'll have to eat fast. We've got a lot of work to do!



Name _____

INSTRUCTIONS: Read the two words and combine them to form a contraction. Write the new word on the line.

I am _____

we are _____

could not _____

they would _____

I will _____

are not _____

she has _____

it will _____

there is _____

he would _____

we will _____

they have _____

should not _____

we have _____

Marcus Loses Patches

A Reading A-Z Level M Leveled Reader

Word Count: 751

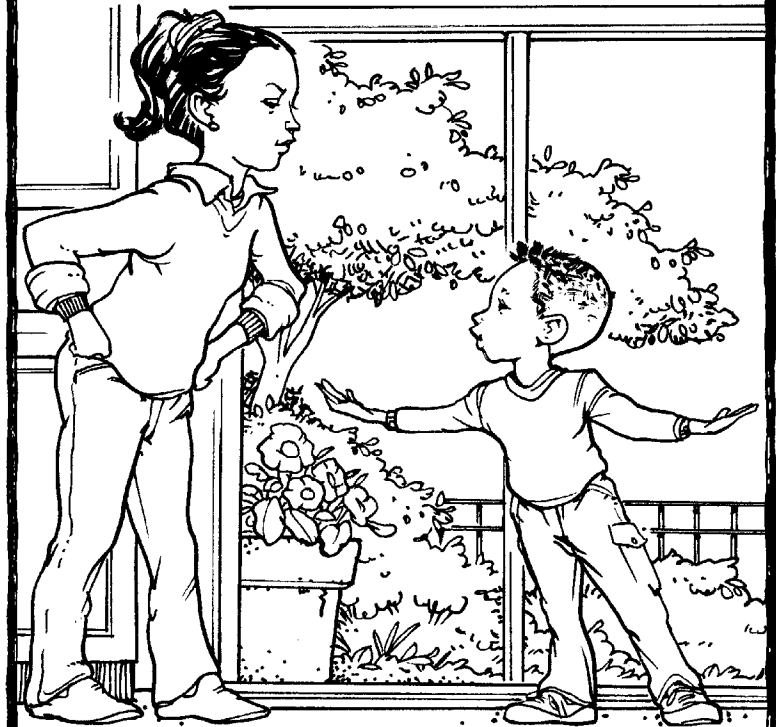



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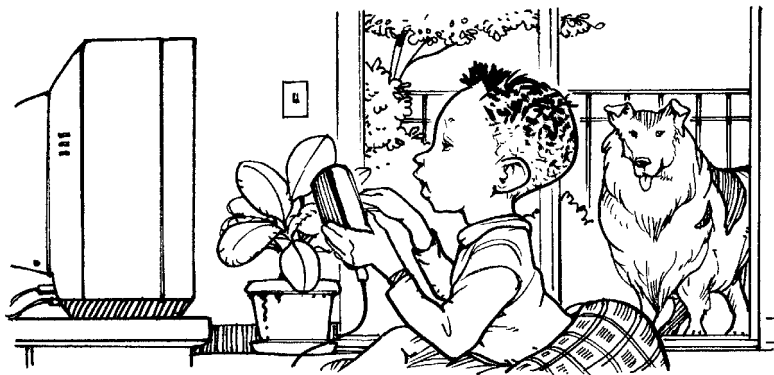
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Hi, I'm Marcus, and I love to play video games. So much so that my mom thinks I'm hooked on them. She might be right; I do spend an awful lot of time playing them.

"Marcus, will you feed Patches, please?"

That's my mom, and Patches is my dog. I'm right in the middle of this awesome game where I have to find my way through an Egyptian pyramid. I'll get past the sphinx, and then I'll feed Patches.

"Just a minute, Mom."

"All right, but don't forget. I need to get the casserole out of the oven for lunch," Mom says.

This game is really difficult. I'll try getting to the amulet from the sphinx one more time. Then I'll feed my favorite canine.

Forty-five minutes and several tries later, I hear Mom again.

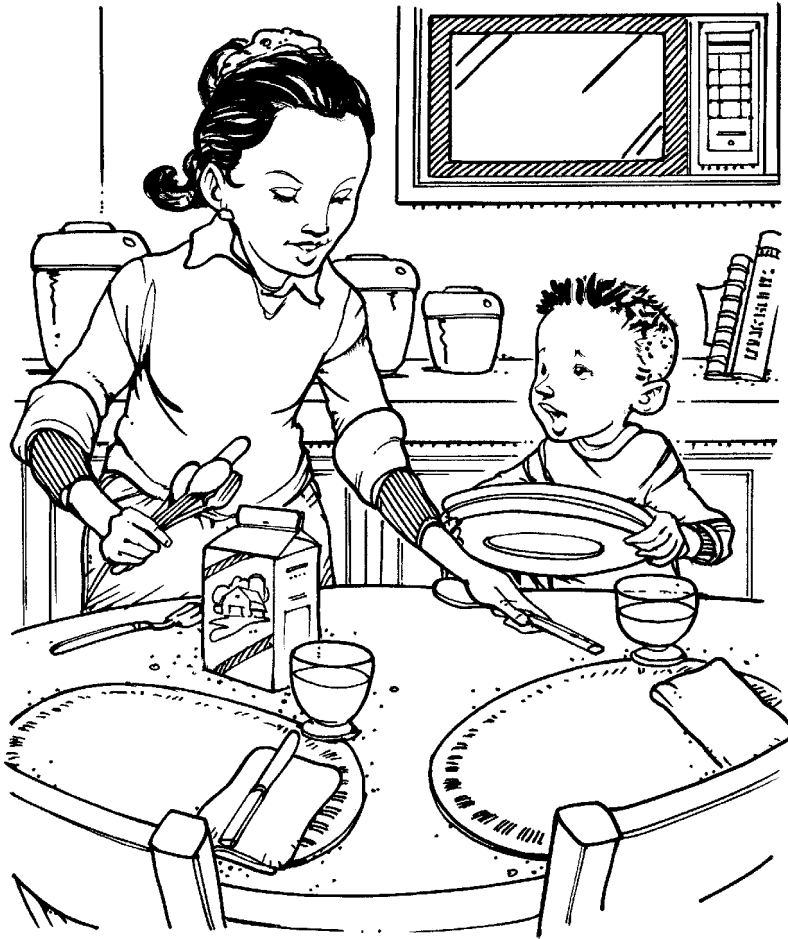
"Marcus, time to eat."

Perfect timing. Man, was that hardcore—I'm wiped out from dueling the two-headed sphinx to save the magic amulet.

I go to the table, and Mom asks if I fed Patches.

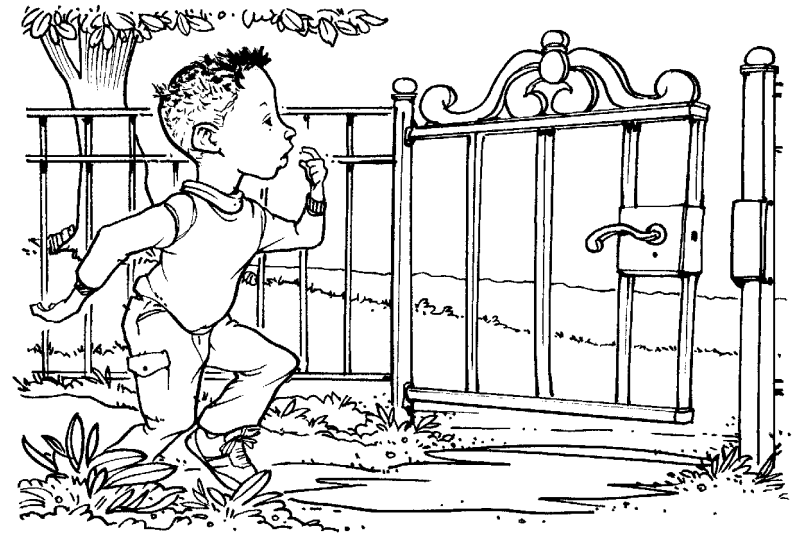
Gulp. I'm in BIG trouble. I got so into my game that I forgot about my dog. I bet Patches is starving by now, I know I am.

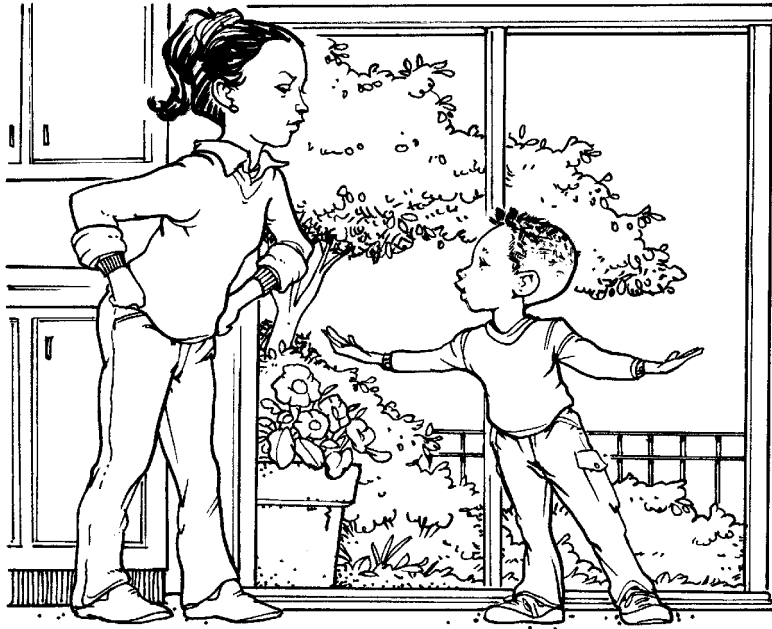
"Mom, I forgot, I'll feed her now."



I go to the back yard to bring Patches in, but I can't find her. She's not lying under her favorite shade tree. She's not watching our neighbors walk by through the gate.

Wait, the gate's open. Oh no! Patches is gone, lost, nowhere to be found. I must have left the gate unlatched when I took her out this morning. I'm in even BIGGER trouble now.





"Mom, Patches isn't in the yard. I think I might have left the gate open this morning. I think she escaped."

"She's not there? Marcus, this is bad news," Mom says, "very bad news."

I know she's right, but I'm torn between being psyched about beating the sphinx and sad about Patches being gone.



I hear Mom making telephone calls trying to locate Patches. From what I can hear, it sounds like no one has seen her, and I'm worried. I know what I'll do—I'll make signs so people can contact us if they see Patches. Then I'll go look for her.

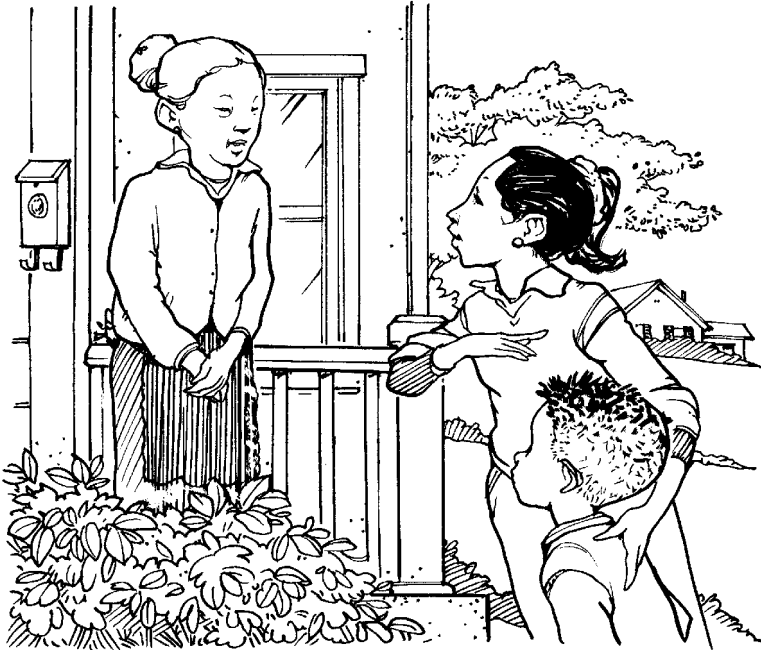
Mom helps me make signs even though she's still disappointed in me for being so irresponsible. When we finish the signs, we walk around the neighborhood to hang them up. We go to the park to see if Patches is there.



My friend Thomas is playing soccer in the park, so I ask Thomas if he's seen Patches. He says he hasn't.

My stomach growls loudly as we leave to look elsewhere—I haven't eaten any lunch. Mom asks if I'm okay. I tell her I want to keep looking for Patches; I'm really worried now.

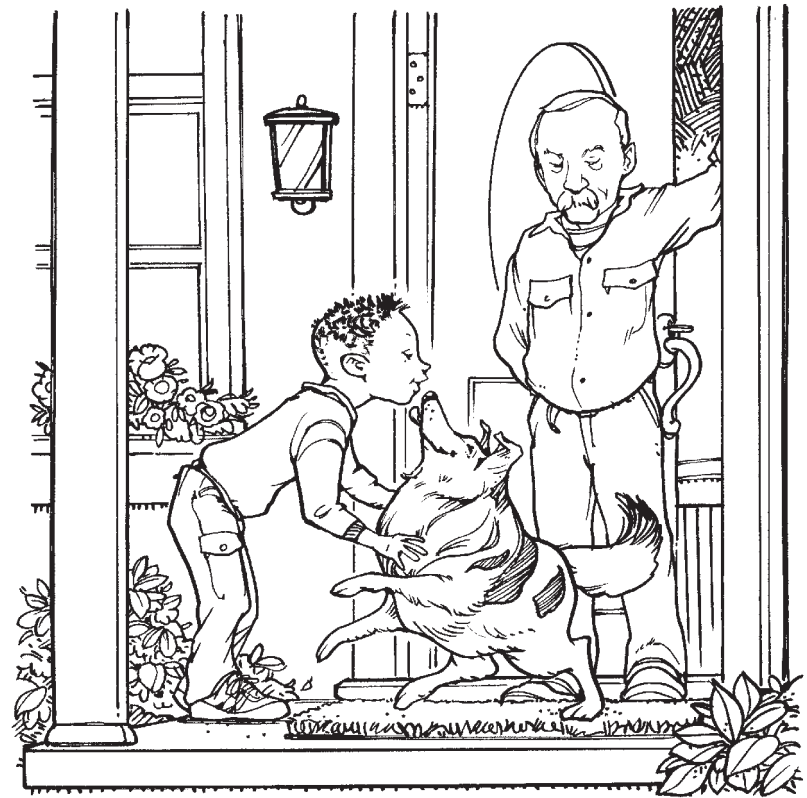
We visit house after house asking neighbors if they have seen Patches. Nobody has.

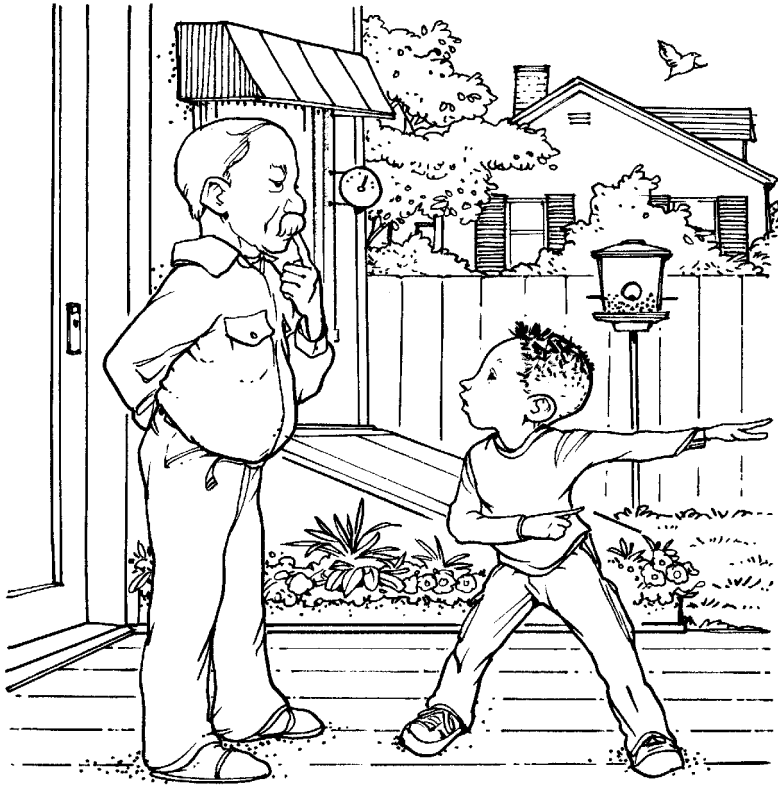


We're almost to my grandpa's house, a few blocks from our place. I'm really hungry. Maybe he'll have a snack—I could use a hug, too. It doesn't seem like we'll ever find Patches.

I knock on Grandpa's door, and I hear barking—I hear Patches!

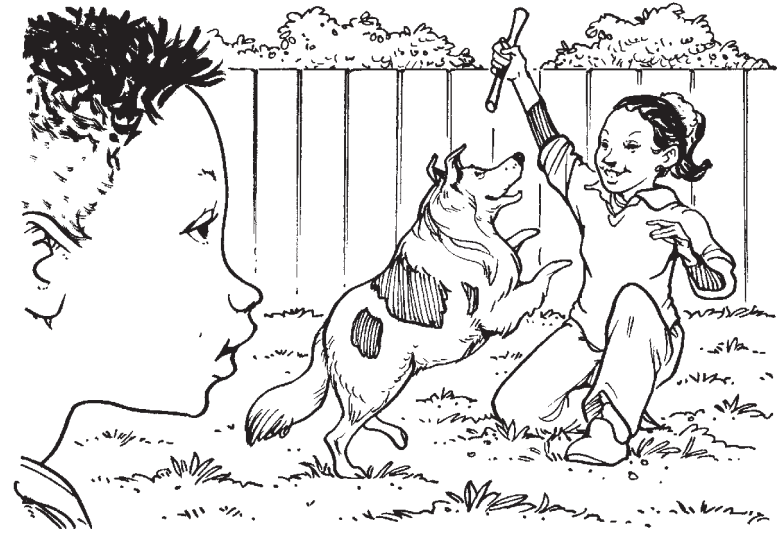
When Grandpa opens the door, Patches jumps up and licks my face. I hug her and pet her, and even rub her stomach just where she likes it.





When we get to grandpa's back yard, Grandpa asks me what happened.

I tell him how I accidentally left the back yard gate open and how Patches got out—probably looking for food.



"Can you explain how you forgot to feed her?" Grandpa asks.

"I started playing one of my video games, and I couldn't get past this one part. When I realized Patches was gone, I was so worried."

"How could a video game be more important than your dog?" Grandpa asks.

"It's not," I say.

I'm happy Patches is safe. I feel awful that my dog could have gotten hurt because of me.

I walk over to Mom and Patches.

"Mom, I'm sorry I didn't listen to you, and I'm sorry I made you worry. And Patches, I'm sorry I forgot about you."



"Thank you for the apology, Marcus," says Mom. "Let's go home and eat."

I'm sure I'll still forget to do things sometimes. I do love my video games; but I love my mom, my grandpa, and my dog, even more.

Name _____

INSTRUCTIONS: Use the book to identify the main problem and solution in *Marcus Loses Patches*.

Book Title: _____

Who has a problem?	
What is the problem?	
How is the problem solved?	

Name _____

INSTRUCTIONS: Change the following phrases into your own complete sentences. Remember to begin each sentence with a capital letter and end each sentence with proper punctuation.

kept playing his game, even though

forgot to latch the gate when

was hungrier than

asked if Marcus had remembered to

asked his friend if

made him happier than

Name _____

INSTRUCTIONS: On the line next to the phrase, write the possessive form of the name by adding an 's. Then write what belongs to that person. **Example:** the dog belonging to Marcus – *Marcus's dog*

1. the game belonging to Marcus _____
2. the gate belonging to Grandpa _____
3. the casserole belonging to Mom _____
4. the mistake belonging to Marcus _____
5. the latch belonging to the gate _____
6. the bark belonging to the dog _____
7. the apology belonging to Mom _____
8. a lunch belonging to the family _____
9. the answer belonging to Marcus _____
10. a hug belonging to Grandpa _____

Sound All Around

A Reading A-Z Level M Leveled Reader

Word Count: 432



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Sound All Around



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What Makes Sound?

Crash, boom, bam, bang, swoosh, and splash—sounds are all around us.





A girl makes sound with an ukulele.



Rain makes sound when it hits the ground.

People, animals, and objects make sounds. Even the weather makes sound. Sounds can be loud or soft. They can be **pleasant** or unpleasant.

Animals use sound in many ways. Humans use sound to **communicate** their thoughts and feelings. Other animals use sound to communicate, too. They use sound to defend themselves, attract a mate, or signal a warning.



A prairie dog makes a noise to warn that danger is near.



Humans have
invented
many things
to make sounds.

Drums, bagpipes,
and stringed



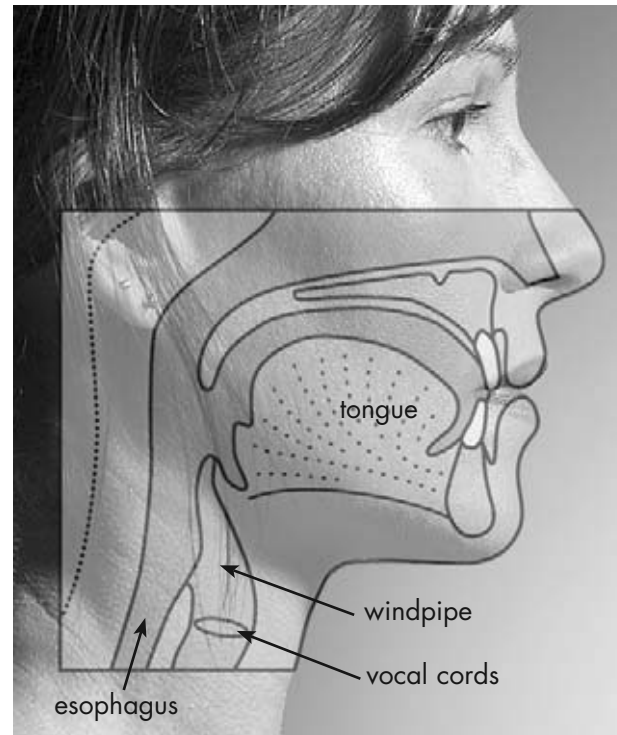
instruments make music. Horns,
bells, and sirens sound warnings
or call people to
events. Alarm clocks

signal with
music or
loud beeps
that it is
time to get
out of bed.



What Is Sound?

Sound is made when an object
vibrates, or moves back and
forth very quickly. People make
sound to talk when air vibrates
vocal cords in their throats.
Different vibrations in the vocal
cords make different sounds.



Vocal cords in
the windpipe
vibrate to
make sounds
similar to the
way a bee's
wings vibrate
to make
sound.



Try This! Feel the Vibration

- Get two rubber bands, one thick and one thin.
- Stretch them over an open shoebox.
- **Pluck** each rubber band.
- Listen to the sounds they make.
- How are the sounds different? Why?



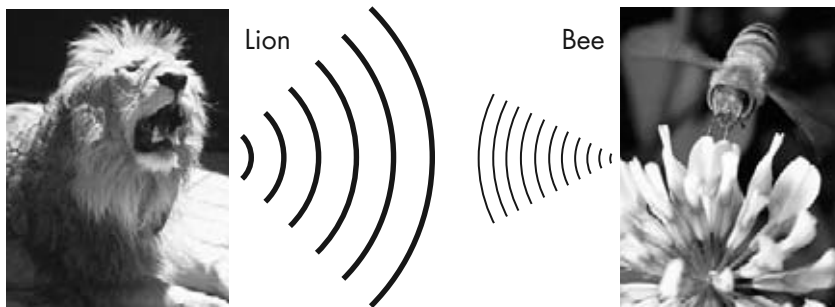
If there is no one around to hear the tree crash, will it make a sound?

A vibrating object makes the air around it move. This is how sound travels. It moves outward in all directions. For example, when a tree crashes to the ground, the air around it vibrates. When the vibrating air reaches your ear, you hear the sound of a crashing tree. The vibrating air is called **sound waves**. Sound waves also travel through solids and liquids.

Different Sounds

Not all sound is alike. Some sounds are loud. Others are quiet. The loudness of sound is called **volume**. The more air that vibrates, the louder the volume. For example, a lion's roar vibrates more air than a buzzing bee's wings.

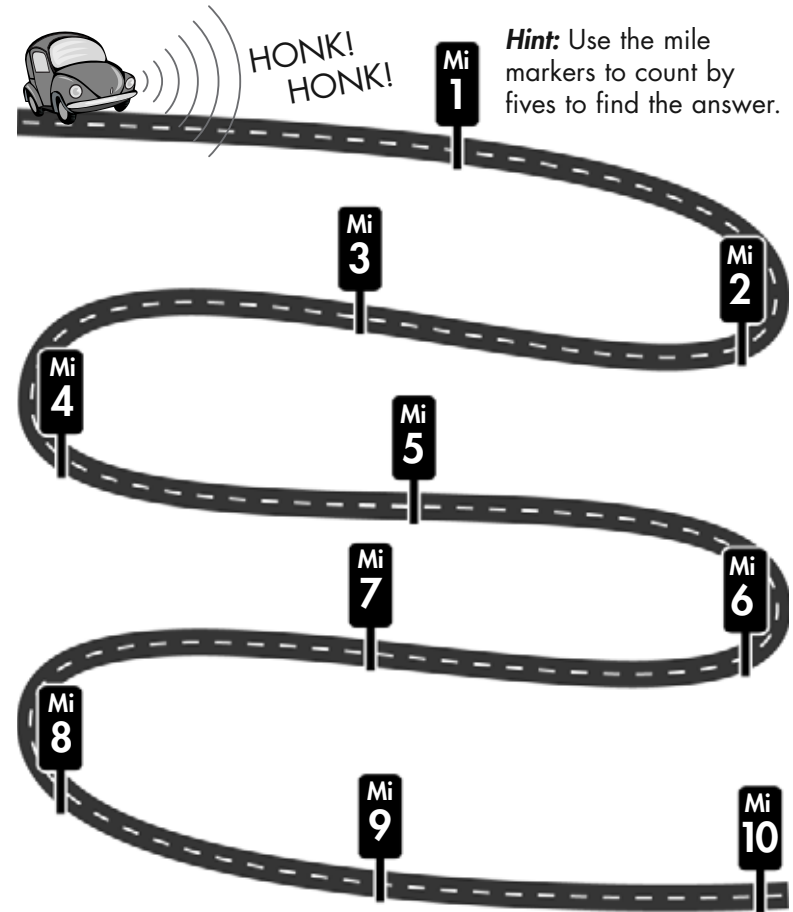
Sound also can be high or low. This is called **pitch**. Pitch depends on how fast something vibrates. Sirens vibrate quickly and have a high pitch. Bass drums vibrate slowly and have a low pitch.

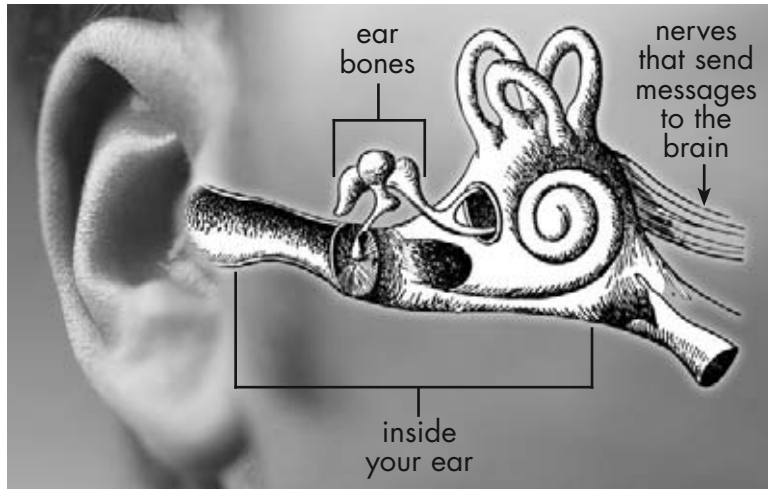


Math Minute

It takes sound about five seconds to travel one mile.

How long would it take for a sound to travel 10 miles?





Humans and other animals use their ears to hear.

Ears and Sound

The outside of your ear is shaped to collect sound waves. The sound waves move from outside the ear to inside the ear. Tiny bones inside vibrate when they are struck by sound waves. The vibrating bones send messages through nerves to your brain. Your brain then interprets the messages as noise, music, talking, or other sounds.

The inner parts of the ear are very **sensitive**. Very loud sounds can hurt your ears. Be careful around loud noises. Cover your ears with your hands, or wear coverings on your ears such as earphones or earplugs. Or simply move away from the loud sounds.



Protecting your ears from loud noises keeps them working well.

Conclusion

We are surrounded by sounds.

Vibrations make loud, quiet, high, and low sounds.

Our ears pick up these sounds, and our brain tells us what they are.



Enjoy the many sounds of the world and be careful with your ears!



Glossary

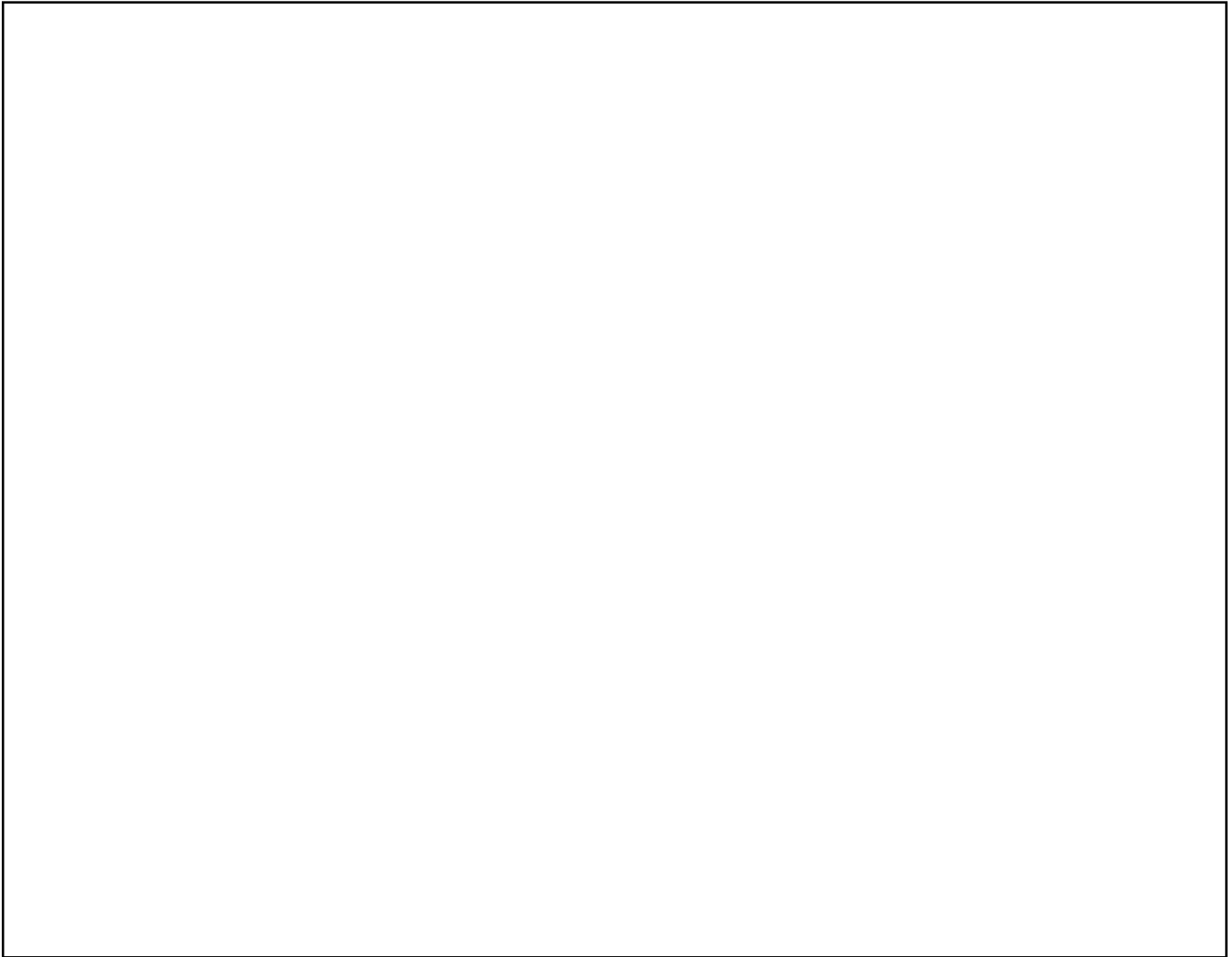
communicate	to make known (p. 6)
pitch	highness or lowness of sound (p. 11)
pleasant	giving a feeling of joy (p. 5)
pluck	to pull at and let go (p. 9)
sensitive	easily damaged (p. 14)
sound waves	waves made when something vibrates (p. 10)
vibrates	moves back and forth rapidly (p. 8)
vocal cords	membranes in the throat that produce sound when they are vibrated by breath (p. 8)
volume	how loud a sound is (p. 11)

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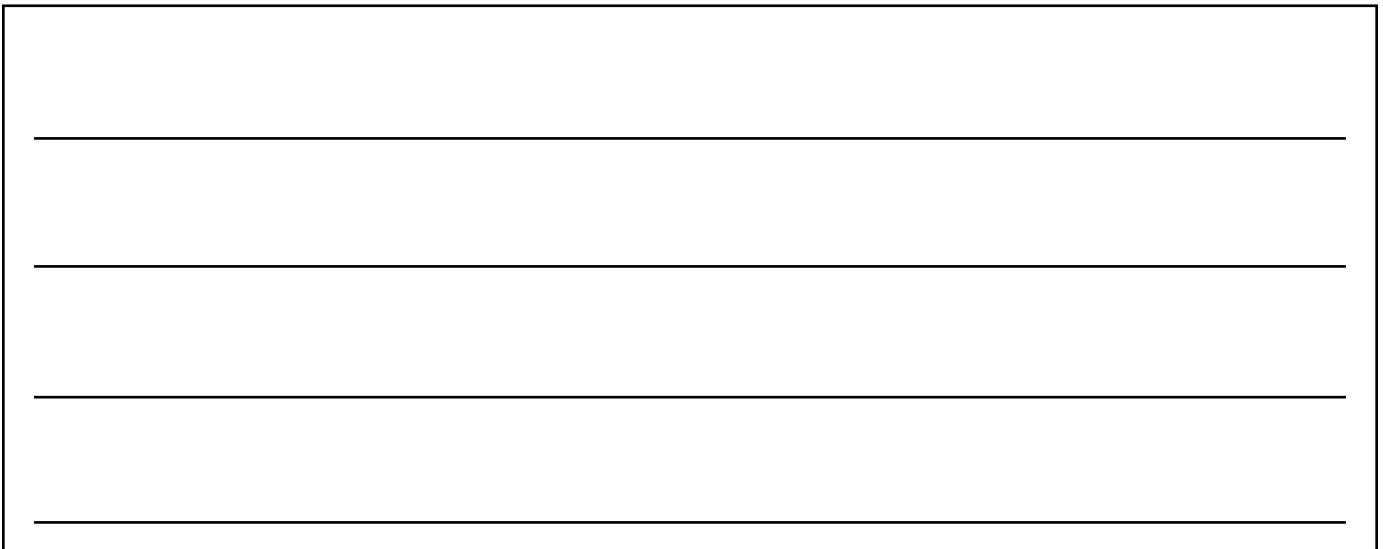
Name _____

INSTRUCTIONS: Draw a picture to show a part of the book where you stopped to visualize information.



SOUND ALL AROUND • LEVEL M • 1

INSTRUCTIONS: Write one or more sentences to explain your drawing.



SKILL: VISUALIZE

Name _____

INSTRUCTIONS: Find four examples of cause-and-effect relationships in *Sound All Around*. Write the cause in the left-hand boxes and their effect in the right-hand boxes.

Cause	Effect

Name _____

INSTRUCTIONS: Match words in the left-hand column with words in the right-hand column to create compound words from *Sound All Around*. Then write the compound words on the lines at the bottom of the page.

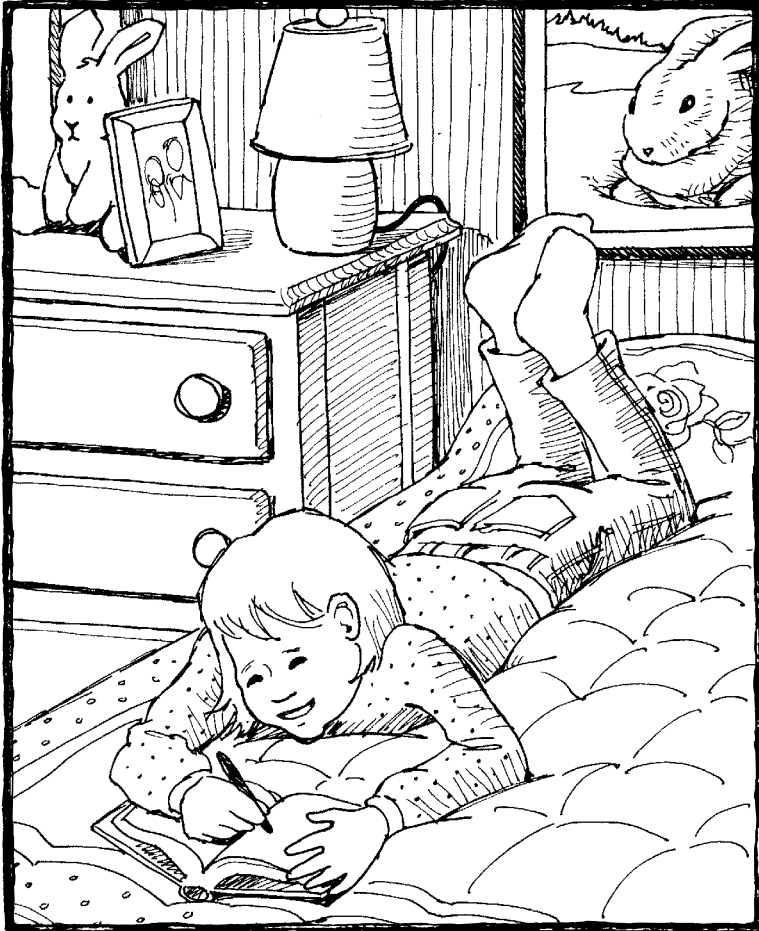
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vocal
sound
shoe
rubber
ear
your
ear
hard
some

phones
thing
plugs
waves
box
band
pipes
cords
self
working

Snow Camping

A Reading A-Z Level M Leveled Reader

Word Count: 640



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Snow Camping



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Correlation

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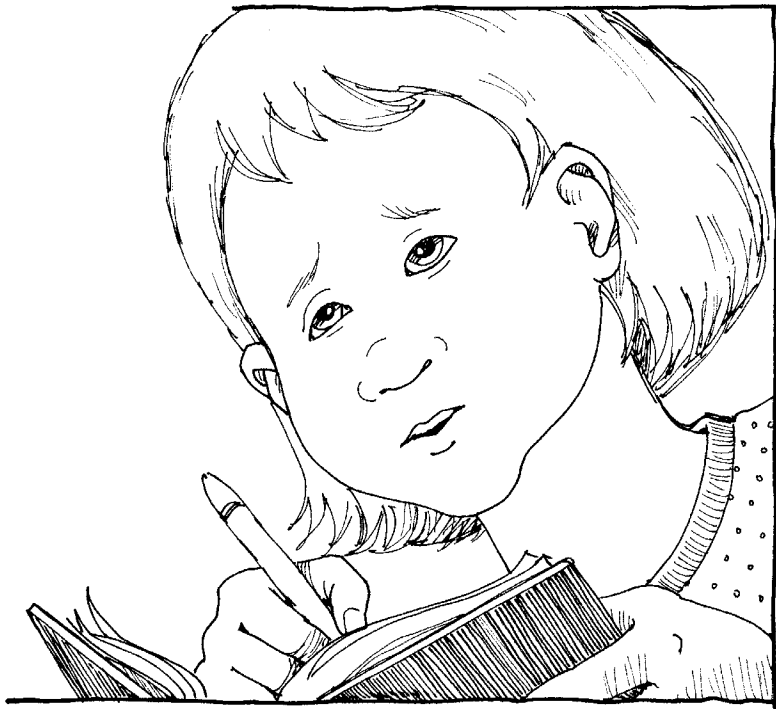


January 8, 4:00 PM

I cannot believe I am going snow camping in two days! Dad promised I could go when I turned eight. That is when Kate first went with Dad. She is twelve now. So this year will be her fifth snow camping trip.

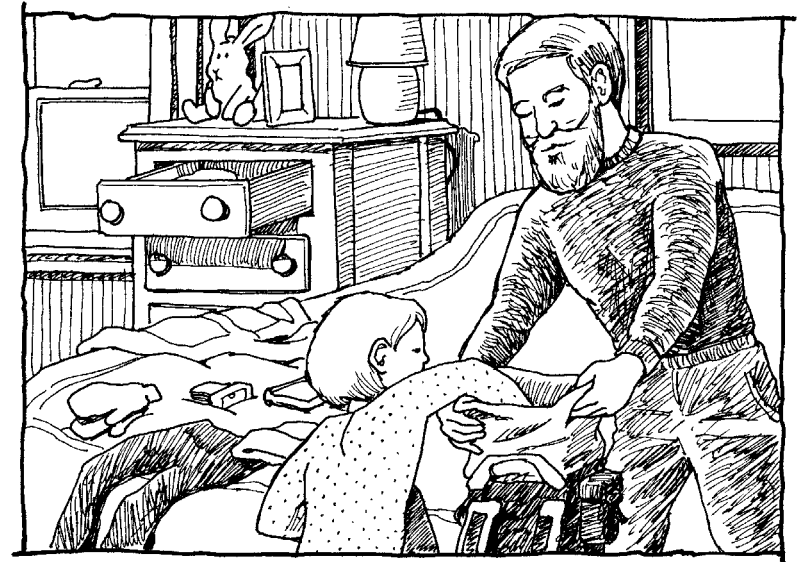
Kate says snow camping is fun.
I should not be scared. But I AM
scared. How will I stay warm? What
is it like to sleep in a **snow dome**?
Is it like sleeping in a freezer?

Kate will roll her eyes if I **whine**.
She will say, "Stop being a baby,
Maddie!" I want to be brave, like
Kate.



January 9, 7:30 PM

Dad and I just packed my backpack.
He says the trick to staying warm is
to wear several loose layers of fast-
drying clothes. He also said that
wearing wet clothes in the frigid
cold causes **hypothermia**. I did not
know until tonight that hypothermia
is when your body cannot make
enough heat to stay warm. People
can DIE from hypothermia!!!!



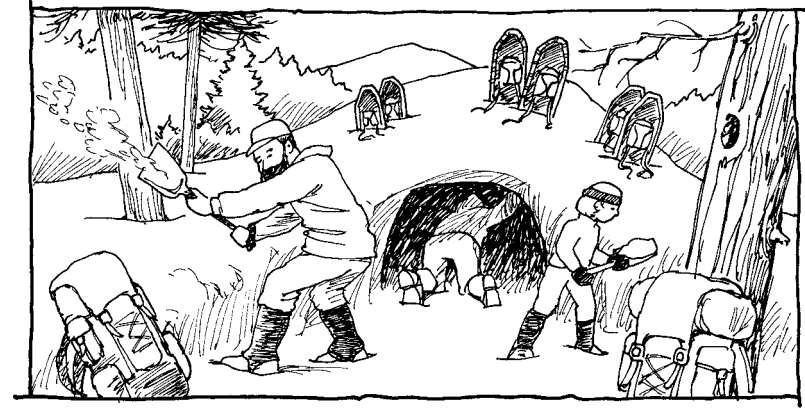


January 10, 11:30 AM

Dad was right! I AM warm!!!
We hiked for two hours to our
campsite—in **snowshoes**! I was
so hot. I even took off my coat!

It is SO quiet here, except for the
sound of our snowshoes moving
across the snow. It sounds like this:
WHUMF WHUMF.

I have to go. We are going to build
a snow dome now!!!!



January 10, 5:00 PM

Wow! Making a **quinzhee** is tiring—
but fun. First we made a massive
pile of snow with our shovels. Then
we ate lunch. The snow hardened.
Then we carved out the dome.

Our quinzhee looked like a snow
cave. We even added a kitchen!

I am still scared to sleep in there.
Will we freeze while sleeping in
snow? Will the quinzhee fall in on
top of us?

January 10, 6:30 PM

Kate keeps telling me to stop being a scaredy-cat about sleeping in the quinzhee. She was scared when she slept in snow for the first time, right? I am so mad at her. I ignored her all through dinner.



January 10, 8:00 PM

Dad told us cool camping stories after dinner. He has been snow camping since he was a little boy. I asked him what he likes about snow camping. "No bugs and no crowds," he said.

January 10, 9:30 PM

I am lying in the quinzhee. It is 23 degrees outside and 33 degrees in here. It is not as cold as I thought—thanks to Dad's snow camping tips.

Tip 1: Eat trail mix before you sleep because **digesting** food warms up your body.

Tip 2: Keep a hot water bottle in your sleeping bag. It warms your feet.



Tip 3: Keep your mouth and nose out of your sleeping bag. That way, wetness from your breath will not get into your sleeping bag and make you cold.

I told Kate that I am NOT a wimpy baby. And I told her that I'm NOT scared to sleep in the quinzhee anymore. She was already asleep.





January 11, 10:30 AM

After breakfast, Kate and I had snowshoe races. She kept tripping. So I kept winning! She gets so grumpy when she loses.

Oh my gosh! We just saw a **snowshoe hare**! It was white with super-huge feet! I whispered to Kate that the hare was using **camouflage** to hide in the snow. I love that word.



January 11, 1:00 PM

It is already time to go home. We just finished a yummy lunch of peanut butter sandwiches, cheese crackers, and candy bars. In a few minutes, we will hike back to the car. Goodbye, snowy trees. Goodbye, snowy mountains. Goodbye, snow dome.

January 11, 4:00 PM

We are driving home now. And Kate just told me a HUGE secret. She said that on her first snow camping trip, she cried most of the time! I cannot believe Kate cried! Then she told me that I did a great job.

Now I believe that after sleeping in the snow, I AM brave enough to do almost ANYTHING!



Glossary

camouflage	to blend into the background; to hide (p. 13)
digesting	turning food into energy (p. 11)
hypothermia	a very low body temperature (p. 6)
quinzhee	a snow shelter made by digging out a space in a pile of snow (p. 8)
snow dome	a quinzhee (p. 5)
snowshoes	shoes that look like tennis rackets and let people walk on deep snow without sinking in (p. 7)
snowshoe hare	a type of rabbit that has large furry feet and that turns white in the winter and brown in the summer (p. 13)
whine	to complain (p. 5)

Name _____

Instructions: Write traits that describe Maddie under the *Maddie's Traits* heading and clues that support those traits under the *Story Clues* heading. Then answer the question at the bottom of the page.

Maddie's Traits	Story Clues

What/who caused Maddie to change? _____

Name _____

Instructions: Rewrite each sentence using quotation marks in the correct places.

1. I cannot believe I am going snow camping! shouted Maddie.

2. Dad said, Don't wear wet clothes in the cold.

3. Maddie yelled, We are going to build a snow dome!

4. No bugs and no crowds, Dad said.

5. I whispered, The hare is using camouflage to hide.

6. Goodbye, snow dome, cried Maddie.

Name _____

Instructions: Read each sentence. Write an antonym for each underlined word on the line under the sentence.

1. Kate says snow camping is fun.

Antonym: _____

2. How will I stay warm?

Antonym: _____

3. I want to be brave, like Kate.

Antonym: _____

4. Wear several loose layers of fast-drying clothes.

Antonym: _____

5. Do not wear wet clothes in the cold.

Antonym: _____

6. It is so quiet here.

Antonym: _____

7. Dad was right! I am warm.

Antonym: _____

8. I am so mad at her.

Antonym: _____



A Man of Vision

A Reading A-Z Level M Leveled Reader

Word Count: 748



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A Man of Vision



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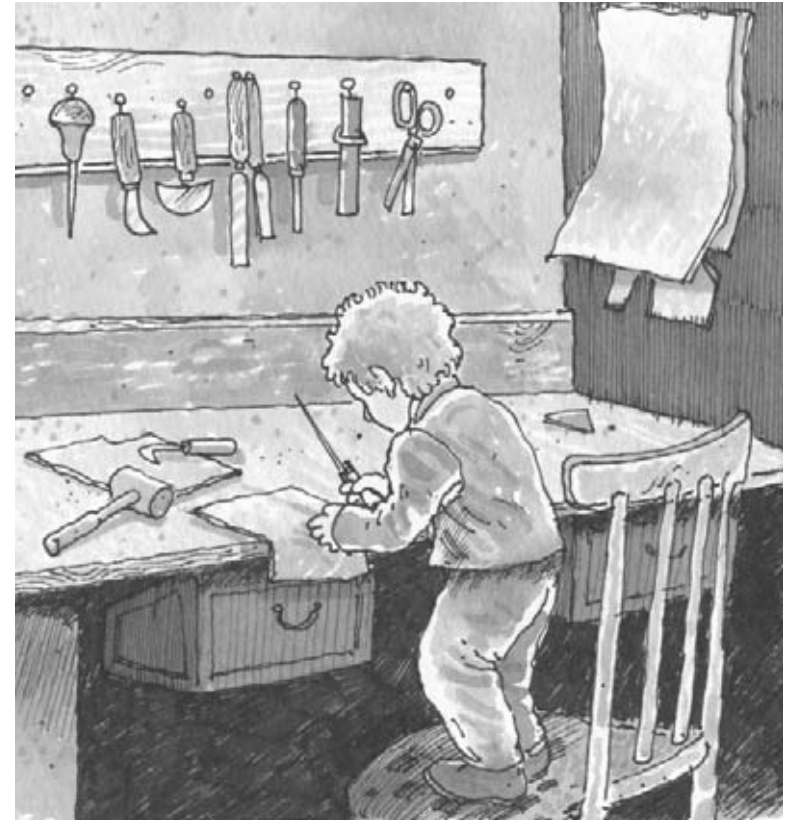
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The Accident

In 1809, Louis Braille was born in a small town in the country of France. One day, at the age of three, Louis hurt himself. While playing in his father's shoe workshop, he tried to make his own pair of shoes.

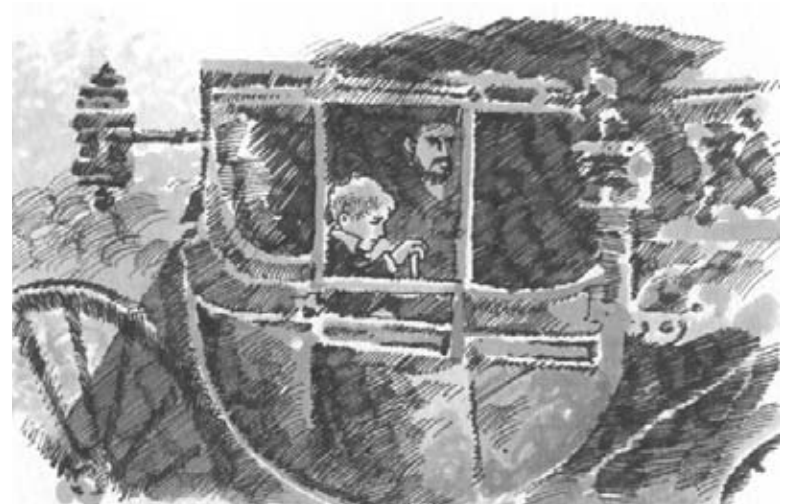
Louis picked up his father's sharp **awl** and bent over. The awl went into Louis's eye. His hurt eye became sick.



Before long, the sickness spread to his second eye. And a short time later, Louis could not see. He was **blind**.

Still, Louis went to school with children who could see. But after two years, his parents took him out of school. They thought that there was nothing more for him to learn at school. He could not read or write.

As with many other parents of blind children back then, Louis's parents thought he would end up on the street. So they moved Louis from his small town to the big city. He was ten years old.





School for the Blind

Louis's parents sent him to a school for blind boys in the city of Paris, France. It was one of the first schools for blind people in the world. Louis learned many skills at this school.

He learned how to weave branches together to make chairs. He learned how to **sew** leather to make slippers.

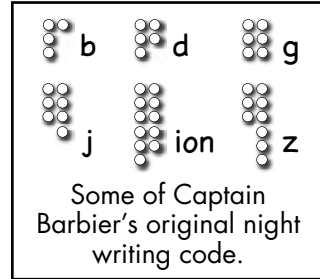
Louis also learned how to read. He felt raised letters on a sheet of paper. The paper was pressed against copper wires shaped like letters. This made a raised letter on the paper. Blind people could feel these letters.

But the letters were difficult to read. Too many letters felt the same. Many letters had similar shapes. And the wire used to make these letters had to be shaped by people who could see. It seemed there had to be a better way for blind people to read.



Night Writing

Charles Barbier, a soldier, invented a form of **night writing** for France's army.



Night writing gave soldiers a way to read in the dark. Soldiers often hid in the dark. They did not want to use a light because they did not want to be found. Night writing also allowed soldiers to send messages to one another without using light or making a noise.

Night writing used twelve small raised dots to form each letter. But the army decided not to use it. It was too hard for most soldiers to learn; so, in 1821, Charles took the system to Louis's school.



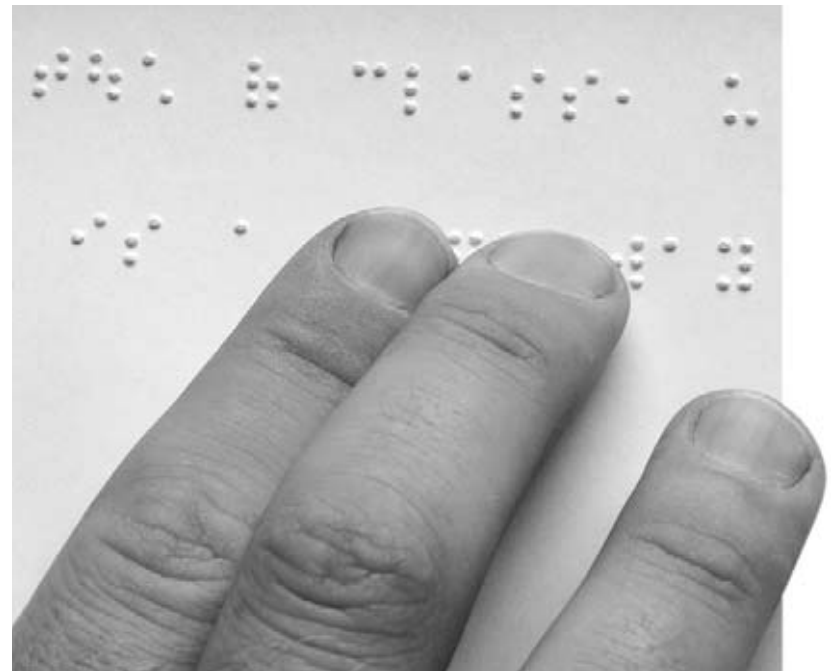
Louis believed a system of raised dots could be used to help blind people read. He had been trying to create a touch system of his own for reading and writing. When he tried night writing, he knew it was the right one. But he also thought that it was too difficult.

The night writing system did not allow fingertips to touch a whole letter. The readers had to move their finger to feel the whole **symbol**. Night writing also did not include periods, question marks, music signs, or numbers. Louis asked Charles to change his system to make it easier. But the soldier would not change it.



Louis's Own System

Over a few years, Louis made a shorter, easier form of this **touch system**. He used six dots instead of twelve to form each letter. It allowed a person's fingertip to feel the entire symbol without having to move. This difference let blind people read much faster and easier.



At age 15, Louis shared this new system with his classmates and the school. Several years later, Louis added a similar dot code for music and math.

Today, we call this form of written language Braille. It is named after Louis Braille, who helped invent it.



Today, blind people use a **stylus** and a **slate** to write braille. Dots are punched on the back of heavy paper with a stylus. A slate is used to keep the dots spaced correctly. Sentences are written from right to left. Then this paper is flipped over, and the sentences are read left to right. Braille can also be written using a Perkins Braille, a typewriter-like machine. Braille gives blind people a way to both read and write.



A Loved Teacher

Louis died in 1852. However, before his death, Louis had become a teacher at the school he attended as a child. He was loved by his students. His form of written communication lives on. Even though Louis Braille became blind at a young age, he never gave up. Instead, he overcame his **obstacles**, which made it possible for blind people to read.

Glossary

awl	a sharp pointed tool used to make holes in leather (p. 5)
blind	unable to see (p. 5)
night writing	a system of reading and writing using twelve raised dots (p. 9)
obstacles	things that get in the way (p. 15)
sew	to weave thread into other materials to tie them together (p. 7)
slate	a guide used with a stylus to make sure each raised dot is properly spaced (p. 14)
stylus	a pencil-like tool used to make raised dots on heavy paper (p. 14)
symbol	something written that represents an idea, letter, or word (p. 11)
touch system	a way to read and write without vision by using your fingers (p. 12)

Name _____

Instructions: In the first box, write what you're curious about. In the second box, write answers to any of the questions in the first box. In the third box, write questions you still have about the topic.

What I'm curious about

Answers to my questions

What I still want to know

Name _____

Instructions: Write a vocabulary word in each *Word Box*. Write a definition for each word in the appropriate boxes. Then use each word in a sentence.

①

Word Box

Definition

Sentence

②

Word Box

Definition

Sentence

③

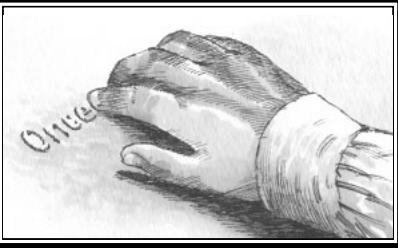
Word Box

Definition

Sentence

Name _____

Instructions: Read the pronouns in the word box. Then read each sentence. Replace the underlined word or words in each sentence with a pronoun from the word box. Write the new sentence on the line under the sentence.

he	she	
we	they	
it	you	

1. One day, at the age of three, Louis hurt himself.

2. Louis's parents thought that there was nothing more for him to learn at school.

3. "Louis's father and I think there is nothing more for Louis to learn at the school," said Louis's mother.

4. Today, people call this form of written language Braille.

5. The students at the school loved Louis Braille.

6. The touch system of dots was named after Louis Braille.

Frogs and Toads

A Reading A-Z Level M Leveled Reader

Word Count: 530




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Frogs and Toads



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Frogs and Toads



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Frogs and Toads
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Correlation

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Reading Recovery	19
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Frogs have been on Earth
longer than dinosaurs.

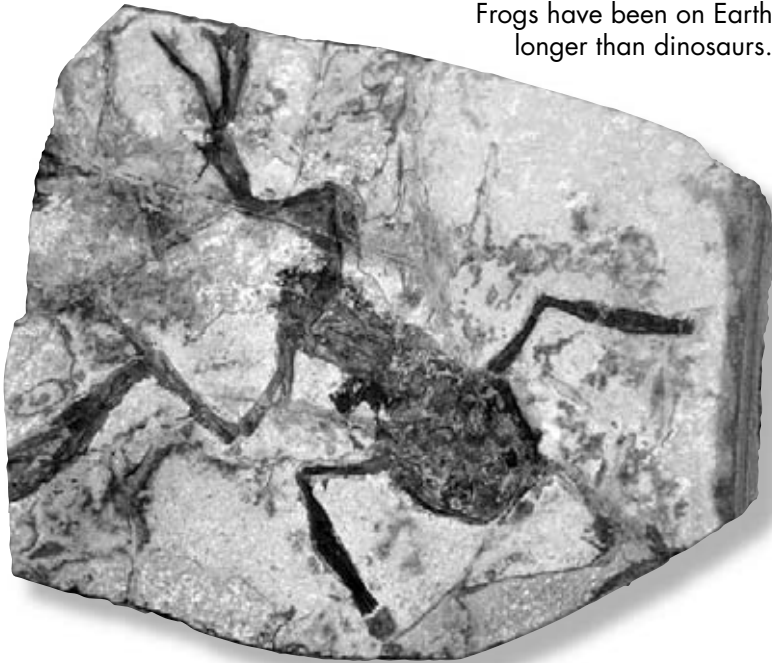


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I Found a Frog!

Have you ever seen an unusual animal in nature? Did you want to learn more about it? Last week I saw a really neat frog, and that was the start of a wonderful adventure.



I took this picture of the frog I saw.





The Goliath frog is the largest frog in the world.

Do You Know?

There are almost 5,000 kinds of frogs and toads. The biggest one is as big as a dinner plate. One of the smallest is the Brazilian gold frog.

Its real size is shown here. →



I looked for the frog in a book called a **field guide**. I started looking through the pictures in the book. I was amazed to see all the different kinds of frogs and toads. It turns out I saw a wood frog.

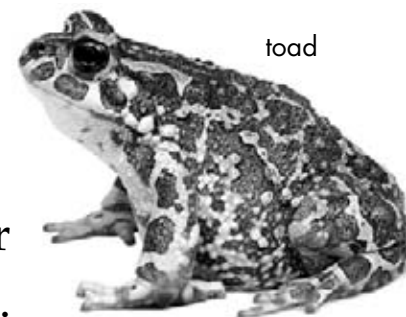


frog

I wanted to know more, so I went to the Internet.

Did you know that frogs and

toads are relatives of newts and salamanders? They're all amphibians, which means they live part of their life in water and part on land.



toad



newt

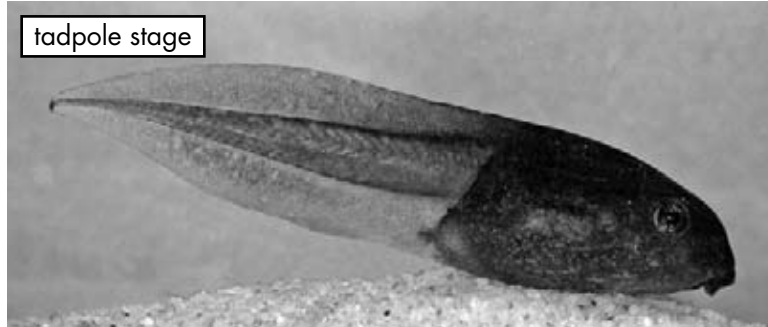
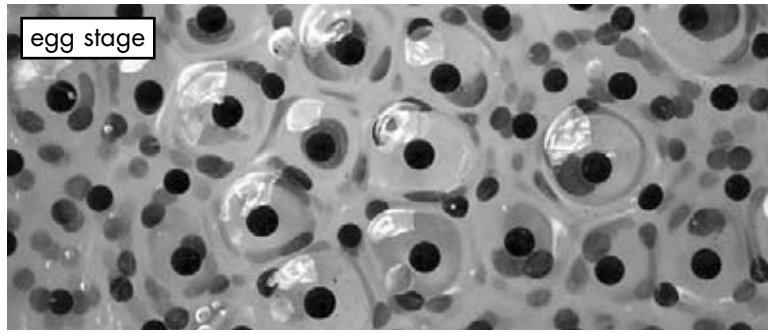
Amphibians are cold-blooded animals. They don't make their

own body heat. They get warmth from the heat of the sun.



salamander

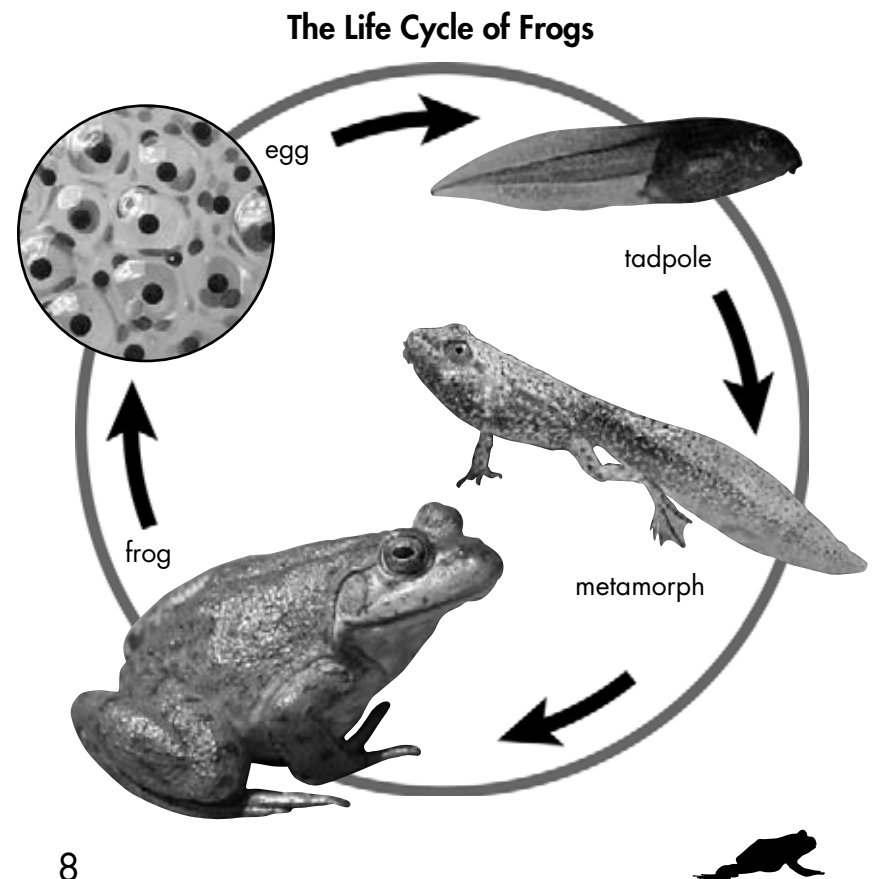




Life Cycle

I also learned that most frogs and toads lay jelly-covered eggs in water. The babies that hatch are called tadpoles and look like little fish. Tadpoles breathe with gills, just like fish, and they live in water. But it's amazing what happens as they grow!

Their gills disappear, and they grow lungs so they can breathe air like other land animals. They grow legs and then arms. Later, their tail shrinks. By the time their tail is gone, they move onto land. I saw some very cool photos of the life cycle of frogs and toads.



About Frogs



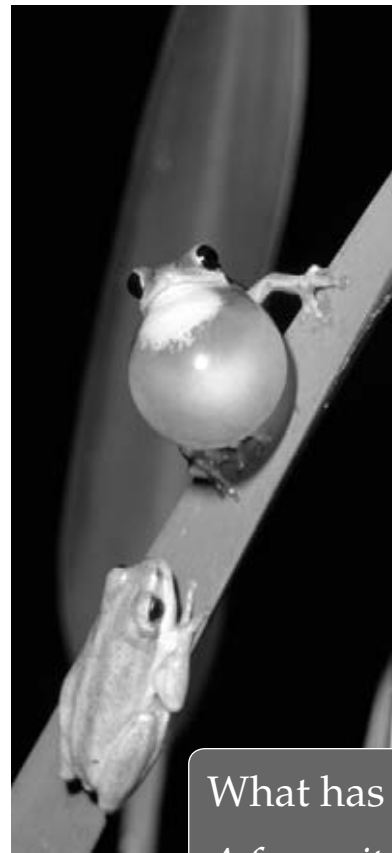
Frogs are famous for their **ability** to leap with their long, strong back legs. They leap to catch insects and other **prey**. A frog can catch an insect in an instant with its long, sticky tongue.



Why are frogs so good at baseball?
Because they catch a lot of flies.



The eyes and nostrils of a frog are on the top of its head. Frogs can see, smell, and breathe while they're mostly under water. In fact, they breathe through their *skin* while they're under water!



Frogs can make an amazing amount of noise. Male frogs sing loudly to attract a mate.

Do You Know?

Male frogs use throat pouches to sing. Some male frogs have one throat pouch, and others have two.

What has more lives than a cat?
A frog—it croaks every night.



Do you know the differences between frogs and toads? Here's what I learned from a book at the library.



Frogs	Toads
smooth or slimy skin	dry, bumpy skin
live in wet places	live in dry places
long, strong back legs (for leaping)	shorter back legs (for walking)
webbed feet (most)	no webbing on feet
lay eggs in groups	lay eggs in long chains



This frog wasn't able to escape.

Defense

I was sad to learn that frogs and toads are food for many other animals. Bats, snakes, birds, and **rodents** all hunt them. But frogs and toads have clever ways to stay safe from animals that might try to eat them.

What happens when frogs park illegally?
They get toad away.



Some frogs and toads, like the wood frog I saw, are the same color as their **habitat**. This is called blending in. It allows them to hide better from **predators**.

Some kinds of frogs are so poisonous that just touching their skin is deadly. These frogs are brightly colored to warn predators to stay away.



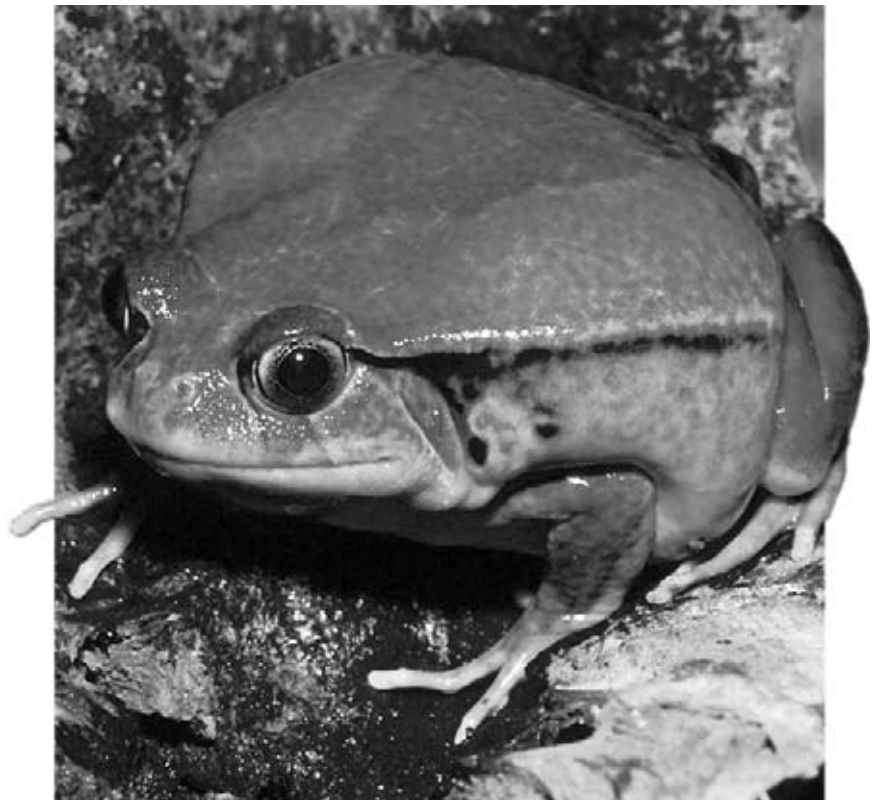
Do You Know?

One golden poison frog contains enough poison to kill 10 people or 20,000 mice. This frog is one of the most poisonous animals on Earth.

The golden poison frog lives in the South American rainforest.



Some frogs try to trick predators that might want to eat them. The tomato frog puffs up like a balloon when a snake gets near. The snake thinks the frog is too big to eat. If the snake tries to eat it anyway, the frog leaks a liquid like glue from its skin.



The tomato frog lives on an island off the coast of Africa.



Frogs Are Cool!

Frogs and toads come in many shapes, sizes, and colors. You can find them in trees, in or near water, and on the ground. One thing is true about all of them—they're amazing animals. What kinds of frogs have *you* seen?



15

Glossary

ability	a skill or talent (p. 9)
field guide	a book that helps people identify living things in nature (p. 5)
habitat	the setting in which an animal lives (p. 13)
predators	animals that hunt and eat other animals (p. 13)
prey	animals that are food for predators (p. 9)
rodents	mice and their cousins (p. 12)

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16

Name _____

Instructions: As you read, identify the main idea and supporting details for one of the sections in the book *Frogs and Toads*. Write the information on the lines provided below. Then use the information you've collected to write a short summary of the section.

Main Idea	Details

Summary



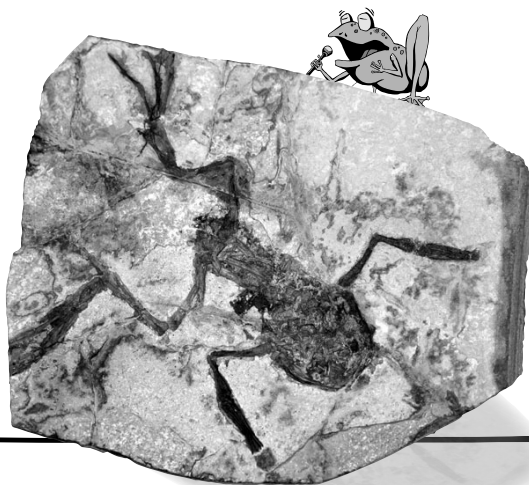
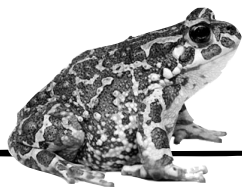
FROGS AND TOADS • LEVEL M • 1

SKILL: MAIN IDEA AND DETAILS/SUMMARY

Name _____

Instructions: Identify and circle the adjective(s) in each sentence. Then, identify and underline all of the nouns the adjectives described.

1. That was the start of a wonderful adventure.
2. They can breathe air like other land animals.
3. I saw some great photos of the life cycle.
4. Male frogs sing loudly to attract a mate.
5. Frogs use throat pouches to sing.
6. Toads lay eggs in long chains.
7. The golden poison frog is a poisonous animal.
8. One thing is true about all frogs and toads—they're amazing animals.



Name _____

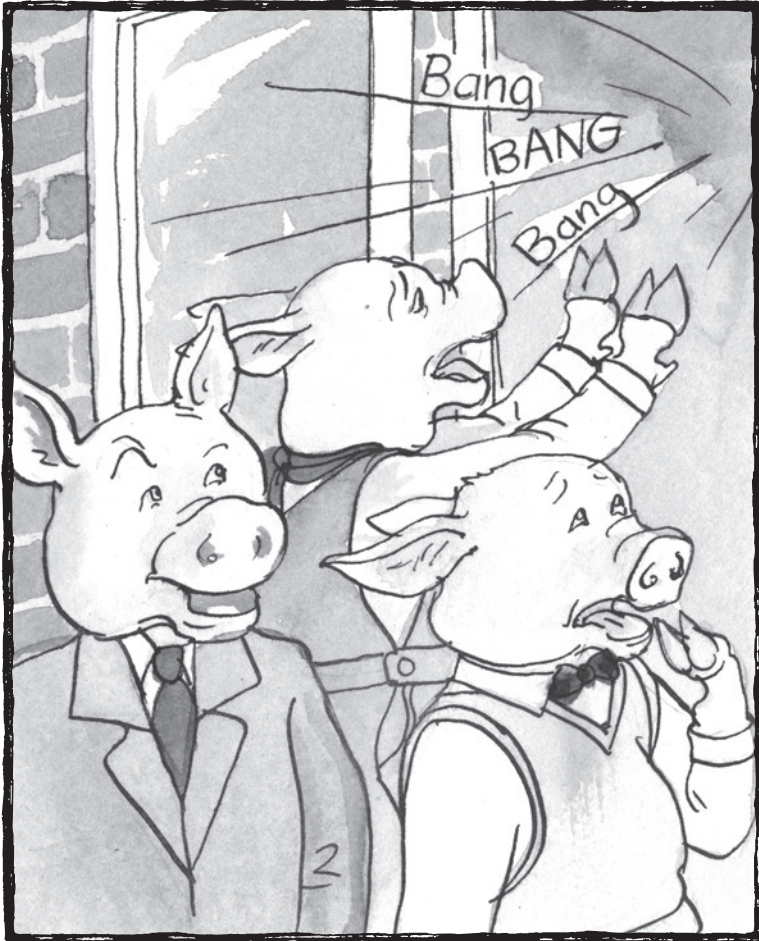
Instructions: Authors often use similes (comparing one thing to another) to help readers create more vivid mental images. Draw a sketch for each simile in the story. Then write and draw your own simile on the back of this worksheet. Remember to use the words *like* or *as*.

Simile	Visualization (picture in your mind)
The Brazilian gold frog is as light as a feather.	
The tomato frog puffed up like a balloon.	
The golden poison frog can make you as sick as a dog or even as dead as a doornail.	

The Three Little Pigs

A Reading A-Z Level M Leveled Reader

Word Count: 529




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LEVELED READER • M

The Three Little Pigs



**Multi
level
F I M**

Retold by Alyse Sweeney
Illustrated by Roberta Collier-Morales

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The Three Little Pigs



Written by Alyse Sweeney
Illustrated by Roberta Collier-Morales

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Correlation

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Introduction

Once upon a time, in a quiet little town, there lived three little pigs. One day the pigs **decided** it was time to leave their mother's home. Off they went to build homes of their own.



The First Little Pig

The first little pig decided to build his home out of straw. In no time at all, the little pig built his house. Then he sat down to eat his lunch of pea soup, salad, and bread.

The little pig happily slurped and chewed until he heard an angry knock on the door.

It was a **ravenous** wolf!

“Little pig, little pig, let me come in,” said the hungry wolf.

“Not by the hair of my chinny, chin, chin!” said the frightened little pig.

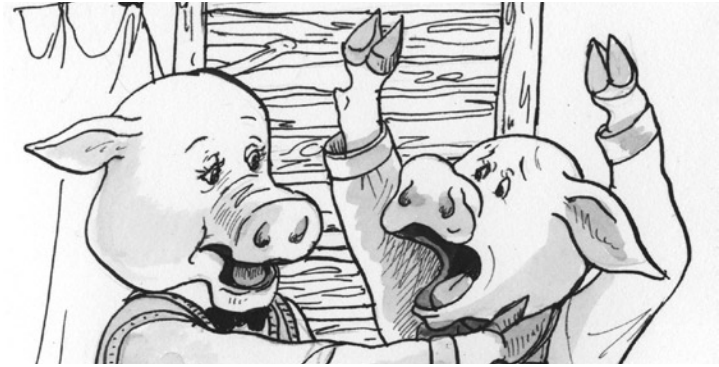
“Then I’ll huff, and I’ll puff, and I’ll blow your house in,” growled the wolf.

As the wolf **inhaled** deeply, his lungs filled up like two balloons.



Whooooooooosh! The wolf **exhaled** with such force that he blew the house into a haystack.

He also blew the little pig down the street to his brother's house.



The Second Little Pig

The second little pig decided to build his house out of sticks. Just as he finished the roof, his little brother blew in. The little pig **trembled** as he told his brother about the wolf.

“Don’t worry, little brother,” said the second little pig. “Sticks are stronger than straw. Let’s go inside for some peppermint tea.”

The pigs were deep in **conversation** when they heard an angry knock on the door.



"Little pigs, little pigs, let me come in," said the ravenous wolf.

"Not by the hairs of our chinny, chin, chins!" answered the little pigs.

"Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.

Again, the wolf inhaled deeply. And again, when he exhaled—whoosh—the wolf blew down the house, leaving a pile of sticks. The wolf also blew the little pigs. Down the hill they rolled, like two pink balls.



The Third Little Pig

The third little pig built a brick house. He was hanging a *WELCOME* sign when his younger brothers rolled onto his front step.

The pigs **sobbed** as they told their older brother about the wolf.

“Let’s see the wolf blow down this house,” said the third little pig.
“Come inside for some peach pie. You’ll feel better.”

Knock. Knock. Knock. The three little pigs looked at the door.

“Little pigs, little pigs, let me come in,” yelled the wolf.

“Not by the hairs of our chinny, chin, chins!” shouted the little pigs.

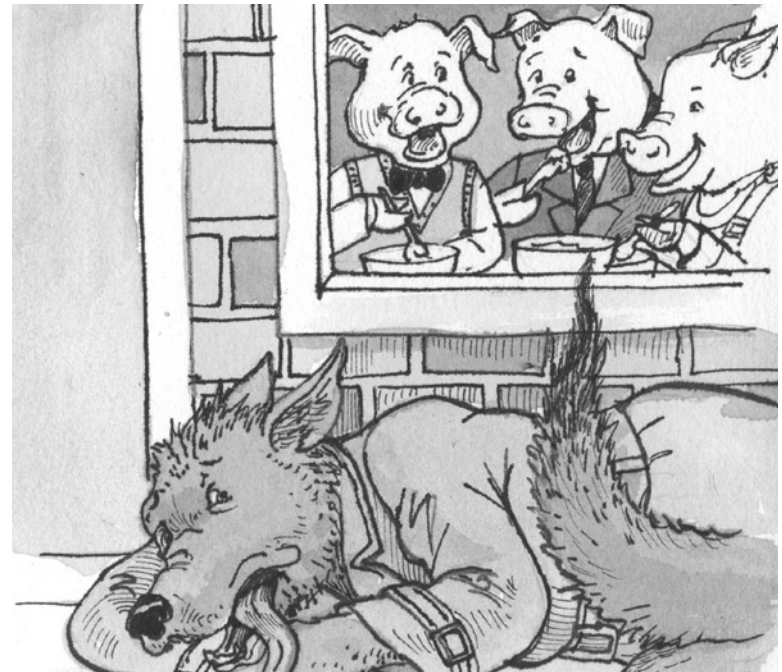
“Then I’ll huff, and I’ll puff, and I’ll blow your house in,” roared the wolf.



Call an Ambulance!

The wolf huffed and puffed and puffed and huffed and—
—toppled over!

He could not get those bricks to **budge**! Breathless and weak, the wolf lay on the ground like a balloon out of air.





The little pigs called an ambulance for the wolf. Then they happily returned to their peach pie.

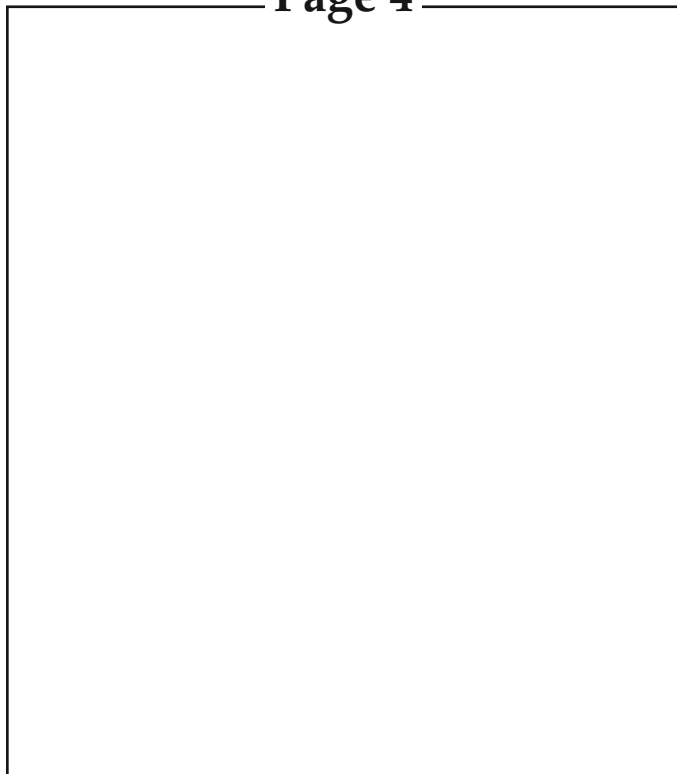
The three little pigs lived happily ever after—eating pea soup, sipping tea, and baking pies in their brick house.

Glossary

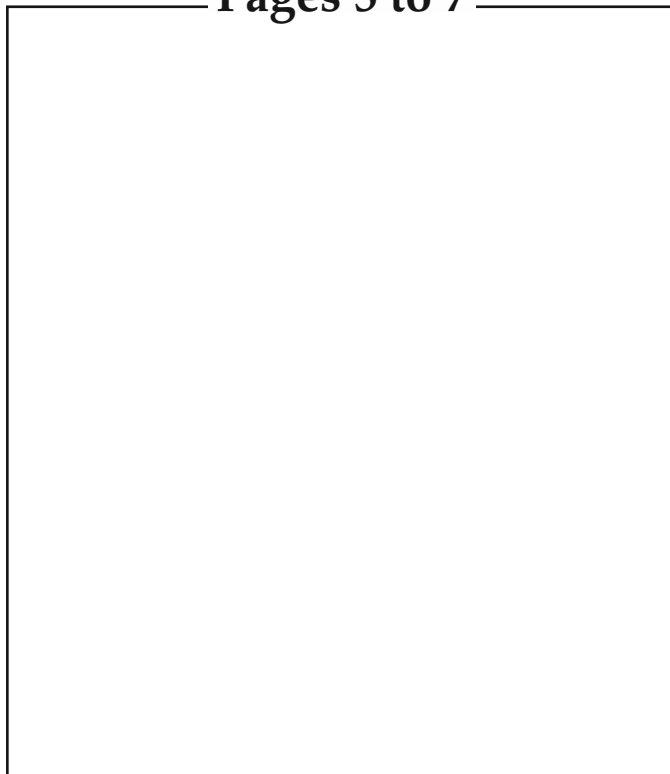
budge (<i>v.</i>)	to move even a little (p. 14)
conversation (<i>n.</i>)	a friendly talk with someone (p. 8)
decide (<i>v.</i>)	to make a choice (p. 4)
exhale (<i>v.</i>)	to breath out (p. 7)
inhale (<i>v.</i>)	to breath in (p. 7)
ravenous (<i>adj.</i>)	very hungry (p. 5)
sob (<i>v.</i>)	to cry with short gasps of breath (p. 12)
tremble (<i>v.</i>)	to shake with cold or emotion, such as fear (p. 8)

Name _____

Page 4

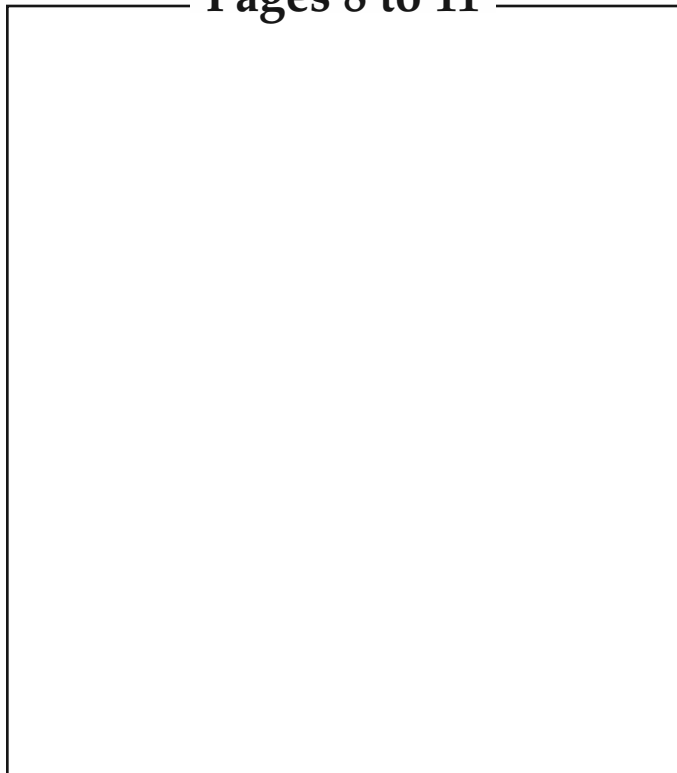


Pages 5 to 7

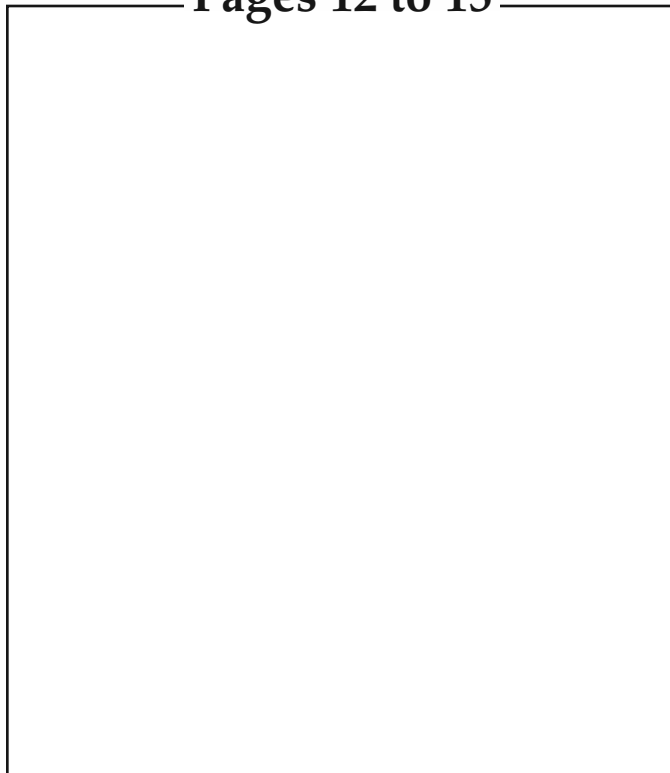


THE THREE LITTLE PIGS • LEVEL M • 1

Pages 8 to 11



Pages 12 to 15



SKILL: VISUALIZE

INSTRUCTIONS: Have students draw what they visualized in their mind for the pages indicated above each box.

Name _____

Beginning

1

2

3



4

5

Ending

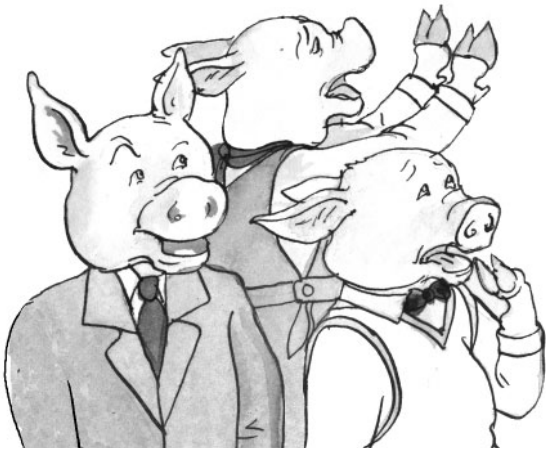
INSTRUCTIONS: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box.

Name _____

Past-tense verbs	Present-tense verbs

INSTRUCTIONS: Use your book to find all of the regular past-tense verbs that the author used. Write all of the past-tense verbs in the left-hand box, and then write all of their present-tense matches in the right-hand box.

Name _____



stood	out
destroyed	sadly
last	weaker
their	whispered

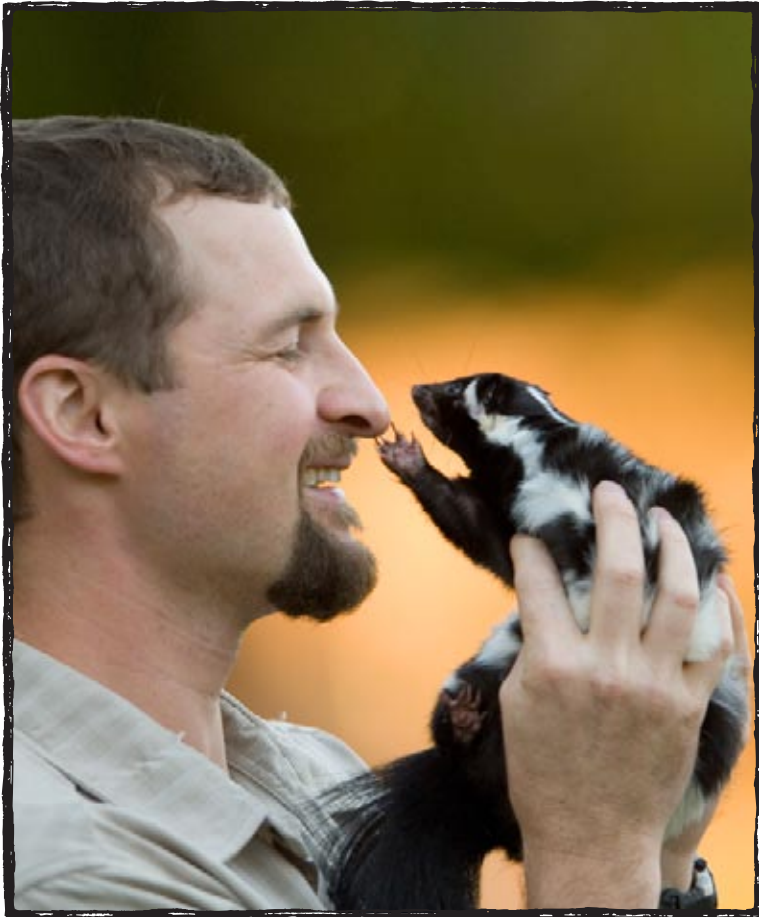
Word	Antonym	Thesaurus
first		
sat		
stronger		
in		
your		
built		
shouted		
happily		

INSTRUCTIONS: Choose an antonym for each word from the box. Put a check mark in the thesaurus box across from each word after you have checked your answers in a thesaurus.

You Stink!

A Reading A-Z Level M Leveled Reader

Word Count: 634




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LEVELED READER • M

You Stink!



Written by Kira Freed

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You Stink!



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You Stink!
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Correlation

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You are a striped skunk.

Nobody Likes You!

Imagine that you are a four-legged animal about the size of a cat. You have short legs and a long, bushy tail. Your soft black fur has long white stripes. You are a beautiful animal, but nobody wants to be your friend. Why not?

You're a skunk, and you stink!
Anyone who smells you or gets sprayed by you never forgets it.

You and your smelly cousins live in many parts of North and South America. Striped skunks—your kind—are the skunks most people know about. Hooded skunks look like you, but more of their fur is white. Hog-nosed skunks look like hooded skunks with long noses. Spotted skunks have white spots or short stripes.



hog-nosed skunk



hooded skunk

Do You Know?

Not all skunks are black and white. Some skunks are white with brown, tan, or gray. A few skunks are all white.



ferret



badger



raccoon

What Kind of Animal?

You are a **mammal**. This large group also includes whales, bears, deer, mice, and many other animals. Like other mammals, you have a backbone and hair, and your babies are born live. The mammals on this page are some of your closest **relatives**.

Like many of your relatives, you like to eat both animals and plants. More than half of your food is insects. You also like to eat worms, frogs, **rodents**, lizards, snakes, birds, and eggs. Some of your favorite plants are grass, leaves, nuts, and berries.

Do You Know?

Skunks eat garbage in areas where people live. They also eat dead animals left behind by cats. Skunks eat different foods at different times of the year. They don't care what they eat as long as it fills them up.



This dog knows who's the boss!

Why You Stink

You have a secret weapon to keep **enemies** away. You only use it after you try everything else. First, you



Spotted skunks walk on their front legs to look bigger.

stamp your feet if an enemy comes close. Then you hiss and growl. If the enemy doesn't leave, you raise your tail and **arch** your back. You try to look bigger to scare the enemy.



You stand this way when you are getting ready to spray musk.

Sometimes these **warnings** do not work. Then you spray your enemy with a sticky, smelly liquid called **musk**. Musk comes from a pouch at the bottom of your tail. Musk smells worse than terrible. It takes a long time for the strong smell to go away.

Do You Know?

Skunks spray dogs that get too close to them. People wash their dogs with tomato juice to help get rid of the smell.



Your bad smell does not keep great horned owls away from you.

What animals are enemies of you and your stinky cousins? Most other mammals leave you alone. Your black-and-white fur is a warning to keep away. But some large animals think of you as a tasty meal. Great horned owls are your worst enemy. They have a very poor sense of smell.

Skunk Homes

Your home is called a den. You might make your home inside a hollow log. Many of your cousins live in underground **burrows**.

If you live near people, you may live under a house.

You are careful not to spray musk around your home. You don't like your smell any more than other animals do!



This hollow log is a perfect home for you.



Do You Know?

Skunks sleep during the day. They look for food when the Sun starts to go down. Their worst enemy, the great horned owl, is active at night, too.

You spend winter in your den, but you don't sleep all winter as bears do. On warmer days, you come out to look for food.

You don't spend much time with other skunks. But on cold winter days, many of you gather together in a den to keep warm.

Baby Skunks

If you are a female skunk, you give birth to babies in the spring. The babies are called kits. You usually have five or six kits at one time. Your kits are born with skin that is black and white. Their skin has the same pattern of color that their fur will have someday.



These skunk babies are less than a week old.



These kits are learning about the world around them.

You stay in your den with your kits for about six weeks. Like other mammals, you feed your babies milk so they will grow. Then you take your kits outside. You protect them from animals that might want to eat them. Your kits learn how to find food and stay safe. After nearly a year, they leave you to live alone.

Skunks and People

You and your smelly cousins want people to leave you alone. If people come too close, you might spray them. You might try to bite or scratch, too.

Some of your cousins have a sickness called rabies. Rabies can kill people. This is another good reason for people to leave you alone. But the biggest reason is because you stink!



Do You Know?

Some people keep skunks as pets. Usually, these pets are not stinky. A doctor removes the part that makes musk.

A skunk is a smart pet that needs a lot of attention.

Glossary

- arch** (*v.*) to form a curved shape (p. 8)
- burrows** (*n.*) holes or tunnels dug in the ground by animals for use as a home (p. 11)
- enemies** (*n.*) living things that hurt other living things (p. 8)
- mammal** (*n.*) a warm-blooded animal that has hair or fur, nurses its young, and has babies that are born live (p. 6)
- musk** (*n.*) a sticky, smelly liquid that some animals spray (p. 9)
- relatives** (*n.*) living things related by blood (p. 6)
- rodents** (*n.*) small animals such as mice and their cousins that have large chewing teeth (p. 7)
- warnings** (*n.*) things that tell of a possible danger or problem (p. 9)

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- | | |
|-------------------|-----------------|
| den, 11, 12, 14 | mammal, 7, 10 |
| enemies, 8–10, 12 | musk, 9, 11, 15 |
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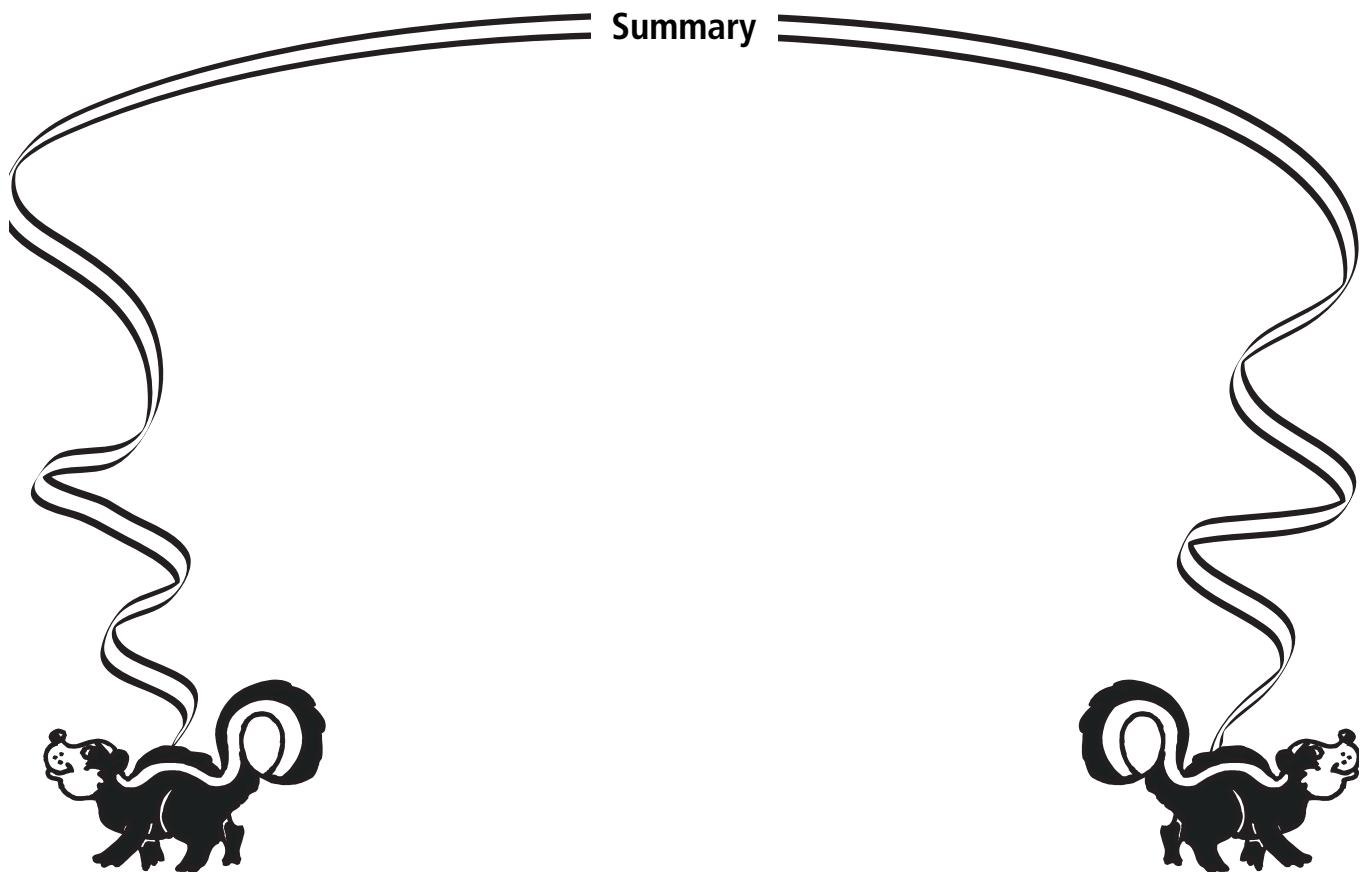
Name _____

Instructions: Write the main idea and supporting details for the section titled "Skunks and People." Then write a summary for the section, using the main idea and details you've already gathered.

Main Idea	Details



Summary



Name _____

Instructions: Read the sentences below. Circle all of the adjectives and underline the nouns or pronouns that they describe.

1. Imagine that you are a four-legged animal about the size of a cat.
2. You have short legs and a long, bushy tail.
3. Your soft, black fur has long, white stripes.
4. You are a beautiful animal, but nobody wants to be your friend.
5. You and your smelly cousins live in many parts of North and South America.
6. Hog-nosed skunks look like hooded skunks with long noses.
7. You have a secret weapon to keep enemies away.
8. Then you spray your enemy with a sticky, smelly liquid called musk.
9. Musk smells worse than terrible.
10. It takes a long time for the strong smell to go away.



YOU STINK! • LEVEL M • 2



SKILL: ADJECTIVES

Name _____

Instructions: Choose an antonym for each word from the box. Put a check mark in the thesaurus box across from each word after you check your answers in a thesaurus.

top	tall	wonderful	small
yucky	few	ugly	weak

Word	Antonym	Thesaurus
terrible		
strong		
beautiful		
short		
many		
big		
bottom		
tasty		

Hibernation

A Reading A-Z Level M Leveled Reader

Word Count: 453



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Hibernation



Written by Kira Freed

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Food Is Scarce

Many places have cold winters. Some animals in these places have trouble finding food in the winter. Food is **scarce** during this time. Some animals **migrate** to warmer places to find food and return in the spring. Other animals hibernate to **survive** the winter months.

Hedgehogs must gain weight to hibernate.



What Is Hibernating?

Hibernation is like a very **sound** sleep. Not even loud noises can wake the animals up. Hibernating animals sleep for days or weeks at a time. Hibernating animals breathe very slowly. Their hearts beat slower, and they do not need to eat.

Groundhogs are warm-blooded animals.



Snakes are cold-blooded animals.

When a warm-blooded animal hibernates, its body temperature drops until it is almost as cold as the temperature outside. A cold-blooded animal's body temperature always matches the temperature outside. When a cold-blooded animal gets too cold, it hibernates.



How Do They Stay Alive?

Hibernating animals eat lots of food before winter. They store the food in their bodies as fat. Their bodies live off this fat while they sleep. It takes very little energy to keep hibernating animals alive.



Where Do Animals Hibernate?

Hibernating animals also need a safe place to sleep. They need to be away from the cold and hidden from hungry **predators**. Some animals, like bats, hibernate in caves.



frog



turtle



snake burrow

Hibernating snakes sleep underground in **burrows**. Frogs and turtles sleep in mud at the bottom of ponds. Some mice hibernate in winter nests. Some animals, like squirrels, store food where they hibernate.



A black bear is safe in its den.

Many people think of bears when they think of hibernation. But a bear is not really a hibernating animal. A bear often wakes up and moves around in winter. Also, a bear's body temperature doesn't get as cold as that of other warm-blooded hibernating animals. The bear's sleep is called a **torpor**. A torpor is a deep sleep, but not as deep as hibernation.

A bear's den is just big enough for the bear.



Like a hibernating animal, though, a bear prepares a place to sleep for winter. It fills its winter den with leaves and tree branches. This bed helps keep the bear's body heat in while it sleeps. Layers of snow on the den also keep the heat inside. This helps keep the bear warm.



Many kinds of insects hibernate, too.

Like birds, some butterflies fly to warmer areas in winter. But many insects hibernate. They need a safe, warm place to sleep just like other hibernating animals. Some hibernate in holes in the ground. Others hibernate under tree bark. Some insects, like many ladybugs, hibernate in buildings, including houses!



Gila monster



Badgers are warm-blooded animals.

Who Hibernates?

Warm-blooded animals like groundhogs, chipmunks, and prairie dogs hibernate. Cold-blooded animals like snakes, frogs, turtles, insects, and lizards hibernate.



A prairie dog wakes up.

Some animals like bats, some squirrels, and some mice hibernate all winter long. Some animals wake up to eat, as bears do. Raccoons, badgers and skunks might wake up to eat on a warm winter day. In the spring, all the hibernating animals wake up.

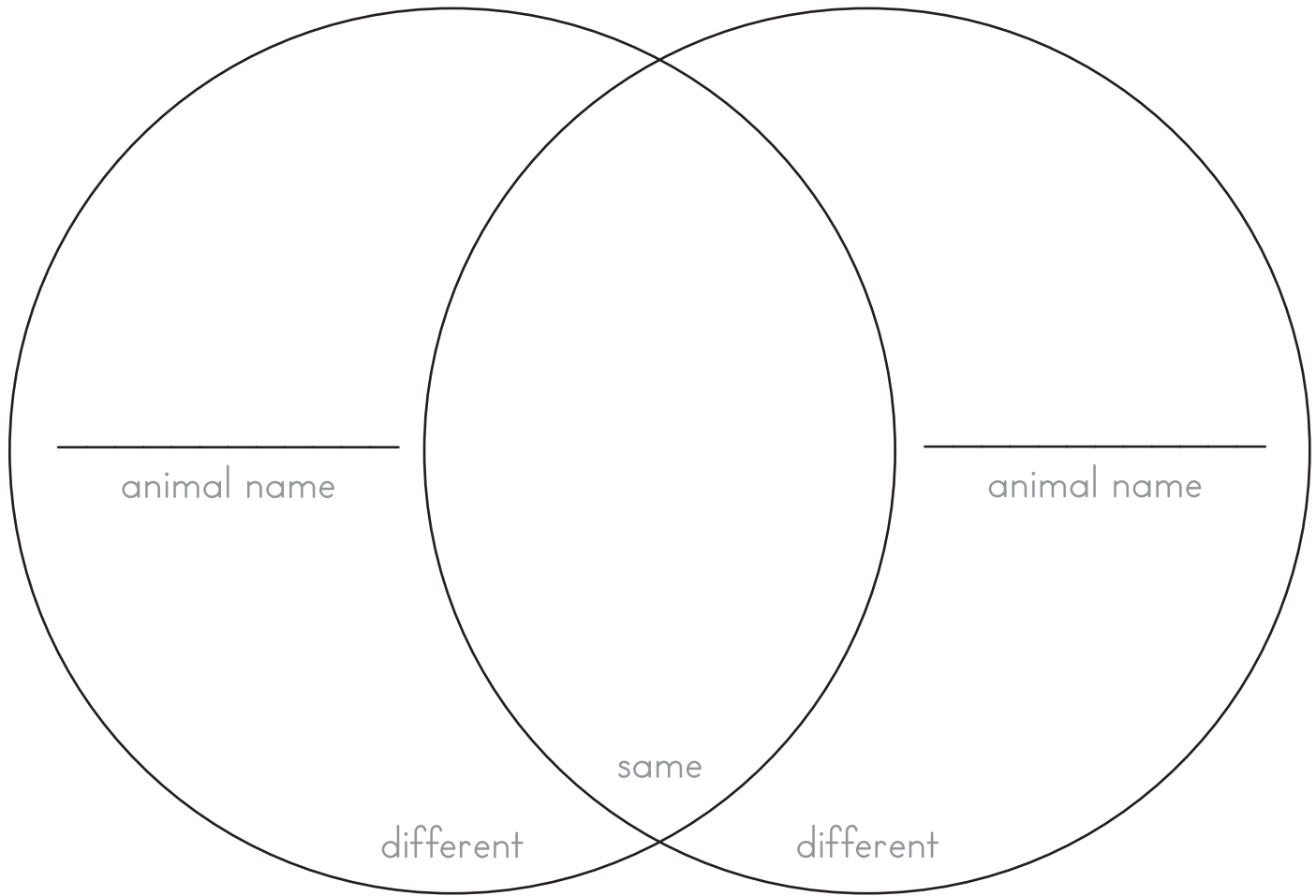
Glossary

burrows (<i>n.</i>)	holes in the ground dug by animals (p. 9)
migrate (<i>v.</i>)	to move from one place to another, usually to eat or to breed (p. 4)
predators (<i>n.</i>)	animals that hunt other animals (p. 8)
scarce (<i>adj.</i>)	hard to find (p. 4)
sound (<i>adj.</i>)	deep; undisturbed (p. 5)
survive (<i>v.</i>)	to stay alive (p. 4)
torpor (<i>n.</i>)	a deep sleep, when body functions slow down, but not as deep as hibernation (p. 10)

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predators, 8
sleep, 5
spring, 4
stored fat, 7
torpor, 10
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winter(s), 4

Name _____



SAME: _____

DIFFERENT: _____

INSTRUCTIONS: Have students choose two hibernating animals from the book and write the name of one animal in each circle. Where the circles overlap, have students list things that are the same about the two animals. Have students write things that are different about the two animals where the circles are separate. Then, in the spaces below, have students write two sentences, one naming a way the two animals are the same and one naming a way in which the two animals are different.

Name _____

1. A hibernating animal can sleep for many days.

2. Food is hard to find in the winter.

3. A frog sleeps in the mud.

4. Animals may hibernate in a burrow or a cave.

5. For more information about animals, read an animal book!

INSTRUCTIONS: Have students read each sentence and circle all the common nouns.

Name _____

1. snake

1. _____

2. bear

2. _____

3. animal

3. _____

4. dormouse

4. _____

5. groundhog

5. _____

6. bat

6. _____

7. dirt

7. _____

8. mud

8. _____

9. sun

9. _____

10. winter

10. _____

INSTRUCTIONS: Have students put the words from the list in alphabetical order.

LEVELED READER • M

Firefighters

Written by Katie Knight

www.readinga-z.com

**Multi
level
F J M**

Firefighters

A Reading A-Z Level M Leveled Reader • Word Count: 443



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3

4

about fire safety.

starting. They **inspect** buildings, and they educate people
lives are in danger. They also help to **prevent** fires from
truck. Firefighters put out fires and save people whose

A fire truck races to a fire.



Can you hear
the loud siren?
It is the sound
of firefighters
rushing to fight
a fire in their
bright red fire

Introduction

Types of Fires

Firefighters fight many different kinds of fires. They put out house, shop, and factory fires. They fight fires in **skyscrapers** and other buildings. They also fight forest fires. Firefighters must be ready to respond quickly to many kinds of fires and other dangerous situations.



Firefighters battle a fire in a large factory.

5

6

Firefighting Equipment

Firefighters use many different tools to fight fires. They use large hoses to spray water or special foam on fires. They use ladders to reach high places. They chop holes in doors, roofs, and walls with axes to reach places safely.



ladder

Firefighting Machines

The fire truck is an important firefighting machine. There are four major

kinds of fire trucks. The most common is the pumper truck. It carries long hoses and a pump to spray water over long distances.



This pumper truck carries a water pump.

8

Smoke masks and air tanks protect firefighters from smoke. Firefighters use large fans to remove smoke from rooms. They also use fire extinguishers to put out small fires.



fan



fire
extinguisher



air tank

smoke mask

7



Ladder trucks have steering wheels in the front and back.

Other kinds of fire trucks include ladder trucks, tanker trucks, and rescue trucks. Ladder trucks carry ladders of many different sizes. Big ladder trucks have a ladder that can reach up to eight **stories** high. Tanker trucks carry water to fight fires in places without water. Rescue trucks carry equipment to help rescue people who are trapped.

9

10

There are other kinds of firefighting machines, too. Fireboats fight fires on other boats that are in the water. They pump water from under the boat and spray it on the fire.

Fireboats can spray seawater.





A plane dumps chemicals on a forest fire.

Helicopters dump water on fires in places that trucks cannot reach. Large planes help fight forest fires. Sometimes planes dump **fire-retardant** chemicals instead of water to slow the spread of a forest fire.

11

12

You must be at least 18 years old to be a firefighter. Before you can become a firefighter, you must pass a fitness test. You must be in very good shape to fight fires. You also must pass a written test.

Becoming a Firefighter

Men and women train to become firefighters.



Firefighters go to firefighting school for training. They learn how to fight different kinds of fires. They also learn how to rescue people and how to treat injuries.



Firefighters ride high in bucket ladders.

13

14

no way to stop fires from spreading. But today, we have brave firefighters to put out fires and help to keep us safe.

Fire can damage buildings very quickly.



Every year, fires destroy thousands of buildings. Fires also take many lives and destroy large areas of forest. Long ago, fires burned down entire cities because there was

Summary

Glossary

fire-retardant (<i>adj.</i>)	helping to slow down fire (p. 11)
inspect (<i>v.</i>)	to check closely for problems (p. 4)
prevent (<i>v.</i>)	to stop something from happening (p. 4)
skyscrapers (<i>n.</i>)	very tall buildings (p. 5)
stories (<i>n.</i>)	the spaces between each floor and ceiling in a building (p. 9)

15

16



fire extinguisher, 7
fire safety, 4
fireboat, 10
forest fires, 5, 11
ladder, 6, 9
pumper truck, 8
training, 13

Name _____

What I Know	What I Want to Know	What I Learned

INSTRUCTIONS: In the first column, have students write what they already know about the topic. In the second column, have them write what they would like to learn. After students finish reading, have them fill in the third column with what they learned from the book.

Name _____

Firefighter Topic	Detail

FIREFIGHTERS • FIREFIGHTERS • LEVEL M • 2

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: After completing the first example as a group, have students record the key details from the book about firefighters.

Name _____

1. The man climbed the ladder. He was careful not to fall.

2. A truck raced down the street. It had a loud siren.

3. My cousins came to visit. They live in a different town.

4. The teacher planned a field trip. She is taking us to a firehouse.

5. My friends and I went to the park. We had a bonfire there.

INSTRUCTIONS: Have students read each pair of sentences. Then have them draw a line under the pronoun in the second sentence and circle the noun in the first sentence that it replaces or represents.

LEVELED READER • M

Sharks

Written by Kira Freed • Illustrations by Cende Hill

**Multi
level
J•M•Q**

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Sharks

A Reading A-Z Level M Leveled Reader • Word Count: 493



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Sharks



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24	DRA
19	Reading Recovery
L	Fountas & Pinnell

LEVEL M
Correlation

Sharks
Level M Leveled Reader
© Learning A-Z, Inc.
ISBN 1-59827-986-6
Written by Kira Freed
Illustrations by Cende Hill
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3

4

Sharks have lived in the oceans since before **dinosaurs** walked on Earth. There are more than 350 kinds of sharks, and they can be found all over the world.

Introduction



Blue shark

Rays such as this southern stingray are close relatives of sharks.



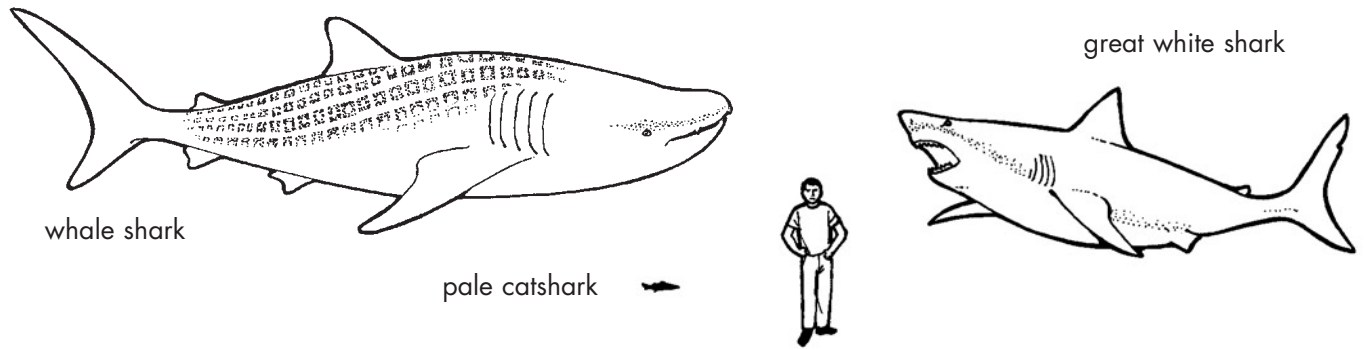
Sharks are fish, but their skeletons are made of **cartilage** instead of bones. Cartilage is what gives human ears their shape. Sharks have rough skin instead of scales.

5

Sharks have a very good sense of smell. They also see well in poor light. Sharks can sense when hurt animals are moving in the water.

6





Size variation in sharks and comparison with human

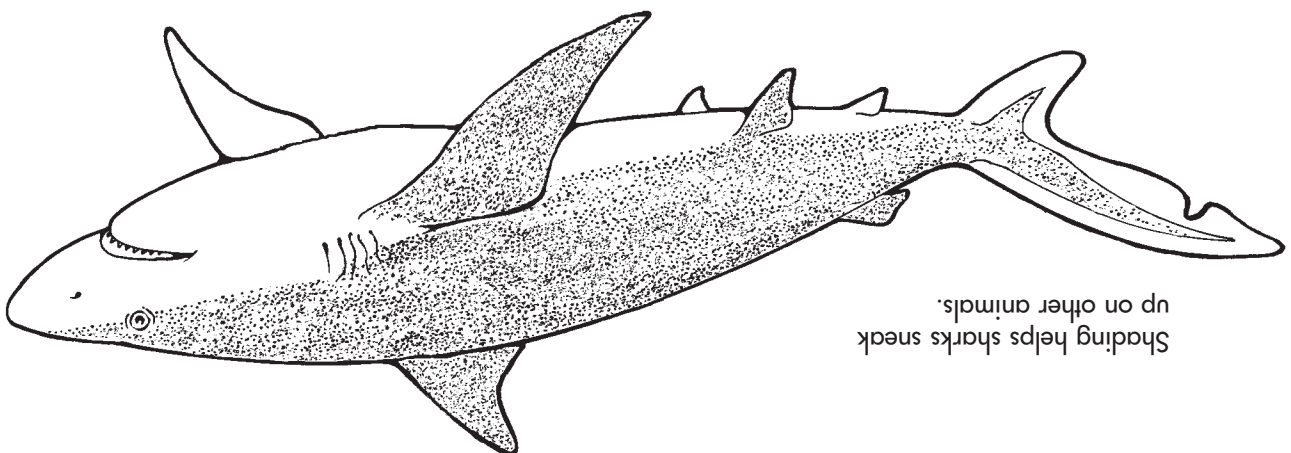
Description

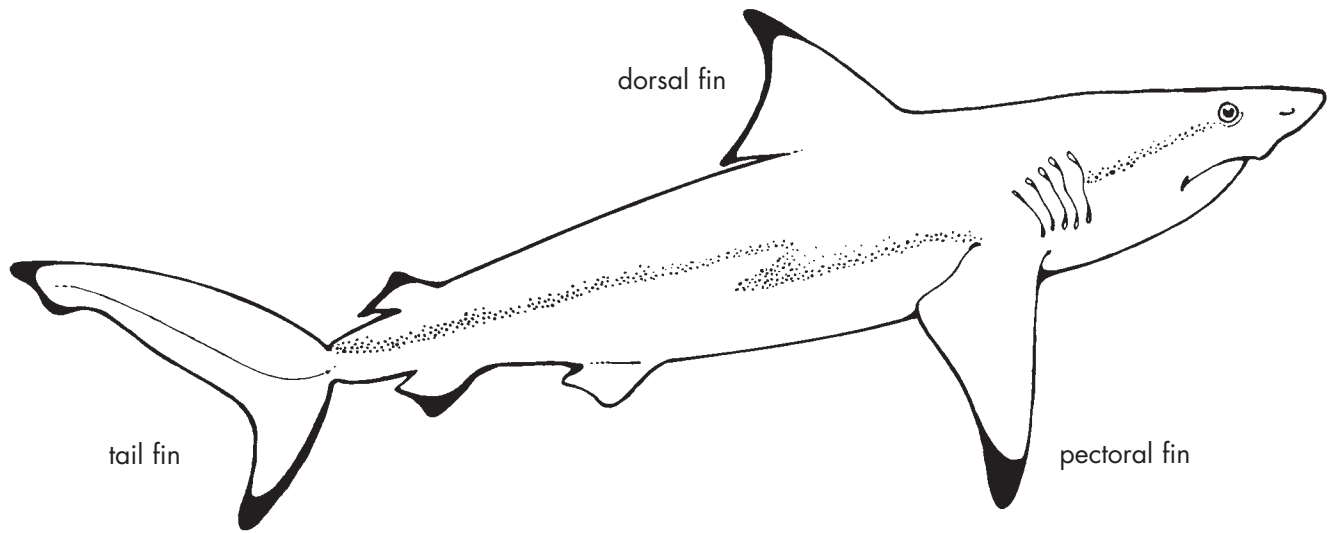
Sharks come in many sizes. Some sharks are only a few inches long. The whale shark is the largest fish in the world. Sharks have pointed noses and long, thin bodies that let them swim very fast.

7

8

Many sharks are dark on the top and light on the bottom. This color **pattern** makes it harder for other animals to see them.





Sharks swim by swinging their tails from side to side. Fins help sharks steer, turn, and keep their balance. The **dorsal fin** on a shark's back sometimes sticks out above the water.

9

The shape of a shark's teeth depends on the kind of food it eats. Most sharks have many rows of teeth. When one tooth breaks off, another one moves up to take its place.

10

Eating

Do You Know?
A shark may wear out and regrow a thousand teeth during its lifetime.



Lemon shark

Great white shark



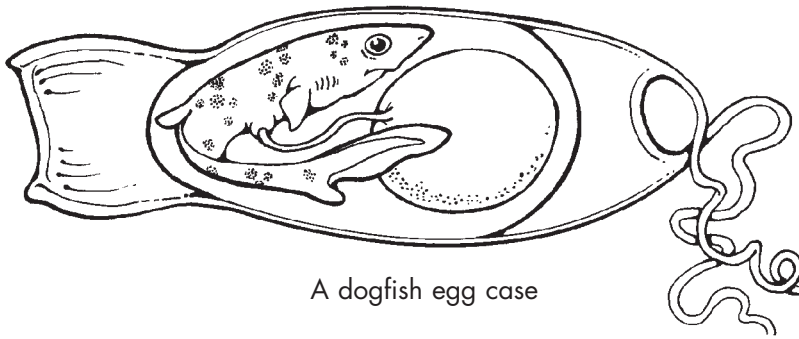
Most sharks eat fish. Large sharks eat sea lions, dolphins, and other sharks. These large sharks have very sharp teeth. The teeth help the shark catch and hold onto its food.

11

12

Some sharks eat shellfish. These sharks have flat teeth for crushing shells. The huge whale shark has tiny teeth but doesn't use them when eating. It swallows very small ocean plants and animals that float near the ocean's surface.





A dogfish egg case

Do You Know?

Unlike humans, baby sharks are not helpless when they are born. They are able to hunt for food right away.

Baby Sharks

Most kinds of sharks give birth to baby sharks, called pups. A few kinds of sharks lay eggs that hatch a few months later. Few pups live long enough to become adult sharks.

13

14

Many people are afraid of sharks, but most sharks do not attack humans. Great white sharks are one of the few kinds of sharks that are dangerous to people.

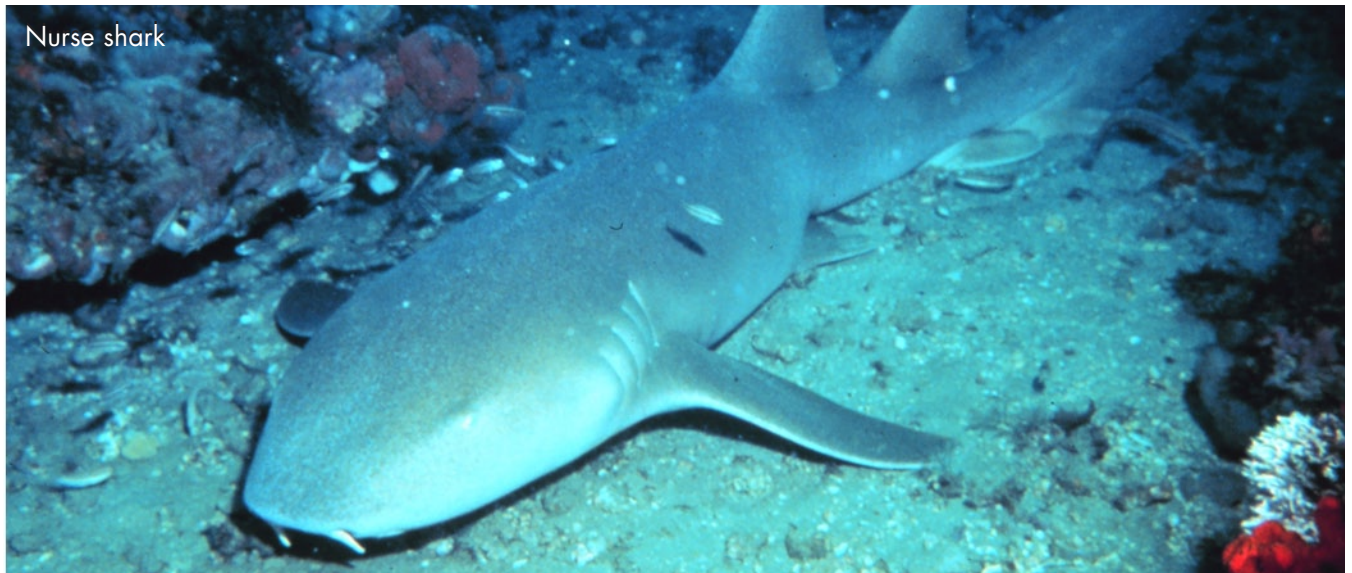
Shark Attacks



Do You Know?

A great white shark can swallow a whole seal in one gulp.

Whitetip reef sharks are normally not dangerous to humans.



Even small sharks may bite when scared or surprised by people. Sharks also sometimes **confuse** humans with the animals they normally eat.

15

Some sharks look very strange. The hammerhead shark has a flat head that sticks far out on each side. Its unusual head shape helps the hammerhead see around and behind it.

16

Strange Sharks





Shark Hunting

People hunt sharks for their skin, oil, and teeth. Many people eat shark meat, and cooks use shark fins in a popular soup.

17

18

Many kinds of sharks are now in danger of being completely killed off. Few people complain about shark hunting because sharks are thought to be mean and dangerous. However, most sharks are not dangerous to people.





When sharks are killed, it takes a long time for their numbers to go up again. Sharks are an important part of the balance of life in the world’s oceans. They have as much right to live as any other animal.

19

20

cartilage (n.)	the flexible tissue that makes up the skeletons of sharks (p. 5)
confuse (v.)	to be mixed up about something; to mistake something for something else (p. 15)
dinosaurs (n.)	a large group of reptiles that roamed Earth until they all died over 65 million years ago (p. 4)
dorsal fin (n.)	a fin on the back of fish and some marine mammals (p. 9)
pattern (n.)	an orderly grouping of shapes, lines, or colors (p. 8)

Glossary

Name _____

Instructions: In the first section, write what you already know about sharks. In the second section, write what you would like to learn about them. After you finish reading, fill in the third section with information you learned from reading the book and the fourth section with what you still want to know.

K: What I Know

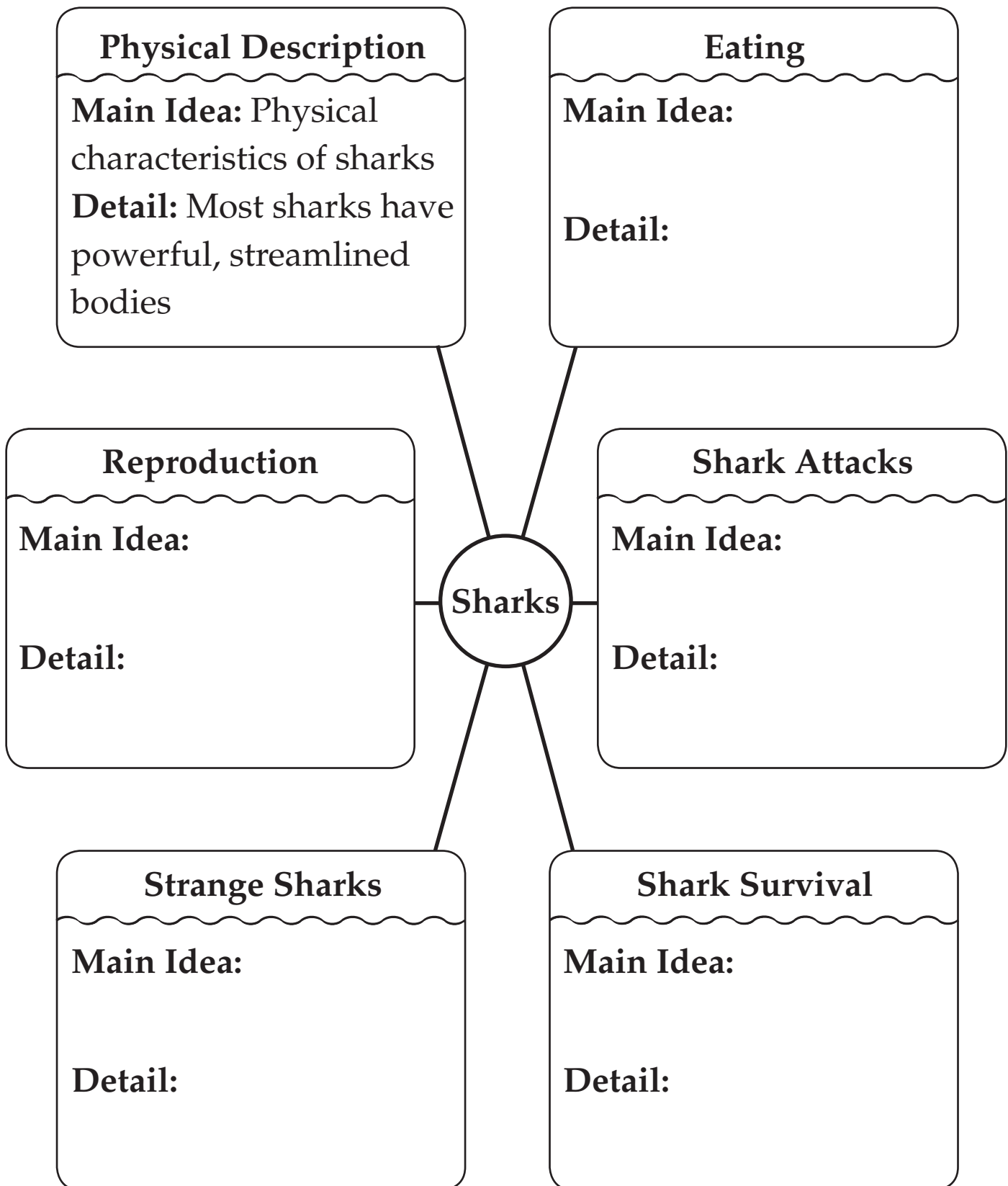
W: What I Want to Know

L: What I Learned

S: What I Still Want to Know

Name _____

Instructions: Write the main idea in each chapter and list one supporting detail.



Name _____

Instructions: Make as many compound words as possible from the list below. Be prepared to tell what each compound word means. When you are finished, write three complete sentences using one or more compound word(s) in each sentence.

under	motor	ground	sun
rain	rise	sand	shine
paper	bow	box	house
boat	water	light	coat

--

1.
2.
3.